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ABSTRACT

This document represents the annual report of private colleges and universities in New York receiving assistance for economically and educationally disadvantaged students under the Higher Education Opportunity Program (HEOP). The report covers HEOP student characteristics, student achievement, HEOP's impact on higher education, student and program financing, and implications. Appendices include HEOP administration and institution-by-institution data. Statistical data are provided. (MJM)

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HIGHER EDUCATION OPPORTUNITY PROGRAM

FINAL REPORT 1972-73

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A report on programs for the educationally and economically disadvantaged at private colleges and universities in New York State

HE004918

HEOP 1972-73 FINAL REPORT

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FOREWORD

In 1966, a state program was instituted to advance the cause of equality of educational opportunity in the City University of New York (CUNY). This program came to be known as Search for Education, Elevation and Knowledge (SEEK). A similar program was extended later to some units of the State University of New York (SUNY). In 1970, a similar program was initiated at private colleges and universities under the Higher Education Opportunity Program (HEOP).

Sections 6451 and 6452 of the education law, as added by chapter 1077 of the laws of 1969, established the HEOP program and provides for the statewide coordination of opportunity programs at CUNY, SUNY and the private colleges and universities under the aegis of the Board of Regents. The law appropriated $5 million for implementing its provisions. Appropriations have grown over the years and for 1972-73 totalled over $32 million.

Section 6451, Par. 6., requires that "The commissioner shall prepare an annual report of the activities of the institutions which received state funds pursuant to this section [i.e., non-public colleges and universities] in the preceding fiscal year, concerning, but not limited to the effectiveness of each of the programs contracted for, the costs of the programs and the future plans thereof and shall transmit such report to the governor and the legislature on or before the October first next following the close of such fiscal year."

This report is submitted in fulfillment of the above requirement.

In addition, Section 6542, Par. 5.a., states in part that "the trustees of the State University and Board of Higher Education in the City of New York shall each furnish to the Regents, the Director of the Budget, the Chairman of the Senate Finance Committee and the Chairman of the Assembly Ways and Means Committee, at least annually, a report...of the operations of such /EOP and SEEK/ programs." Rules of the Regents require submission of such report on or before July 15 annually.

Section 6452, Par. 5.b, goes on to state that "The Regents shall review such reports and forward the same, along with their comments and recommendations to the Governor and the Legislature, on or before October first..."

The forwarding of such report and recommendations has been delayed. Final report data from SUNY had of this writing not been received for all campuses; some data that was received was not in complete form. No CUNY data had been received at all. When such information is provided, a full review will be forwarded along with the reports, showing comparability of all relevant factors in the three state supported systems of postsecondary education for the disadvantaged.

SUMMARY

In 1972-73, the private colleges and universities of New York continued to mount and, in some cases, to expand their efforts under the Higher Education Opportunity Program. In all, 6 programs were funded, serving more than 6,000 students altogether[1] in the year just passed. This past year was one of serious inflation. State appropriations for HEOP students rose only $100 per student between 1971-72 and 1972-73 from $1,200 to $1,300 while per student expenditures rose by $400. Students and colleges, along with other state and federal programs of aid, had to increase significantly their share of per student expenditures for the HEOP program.

Private institutions lacked the resources, however, to support totally the difference between the costs of operating the program and the amounts available from State and other resources. As a result, there was a noticeable slowing down in the rate of growth of these private sector programs. Average enrollment, calculated on a full-time equivalent basis, rose by several hundred to approximately 5,200 against a projected initial total of 5,300.[2] The State Education Department allocated and spent funds, however, on the basis of actual enrollment at institutions. In the current academic year of 1973-74 now in progress, actual enrollments will approximate a more realistically projected level of 5,300.

New, more flexible admissions criteria enabled colleges to select students from higher on the scale of "educational disadvantage." A broader mix of students was achieved in the program.

---

[1] Full and part-time

[2] See Table 1 and Figure 1

TABLE 1

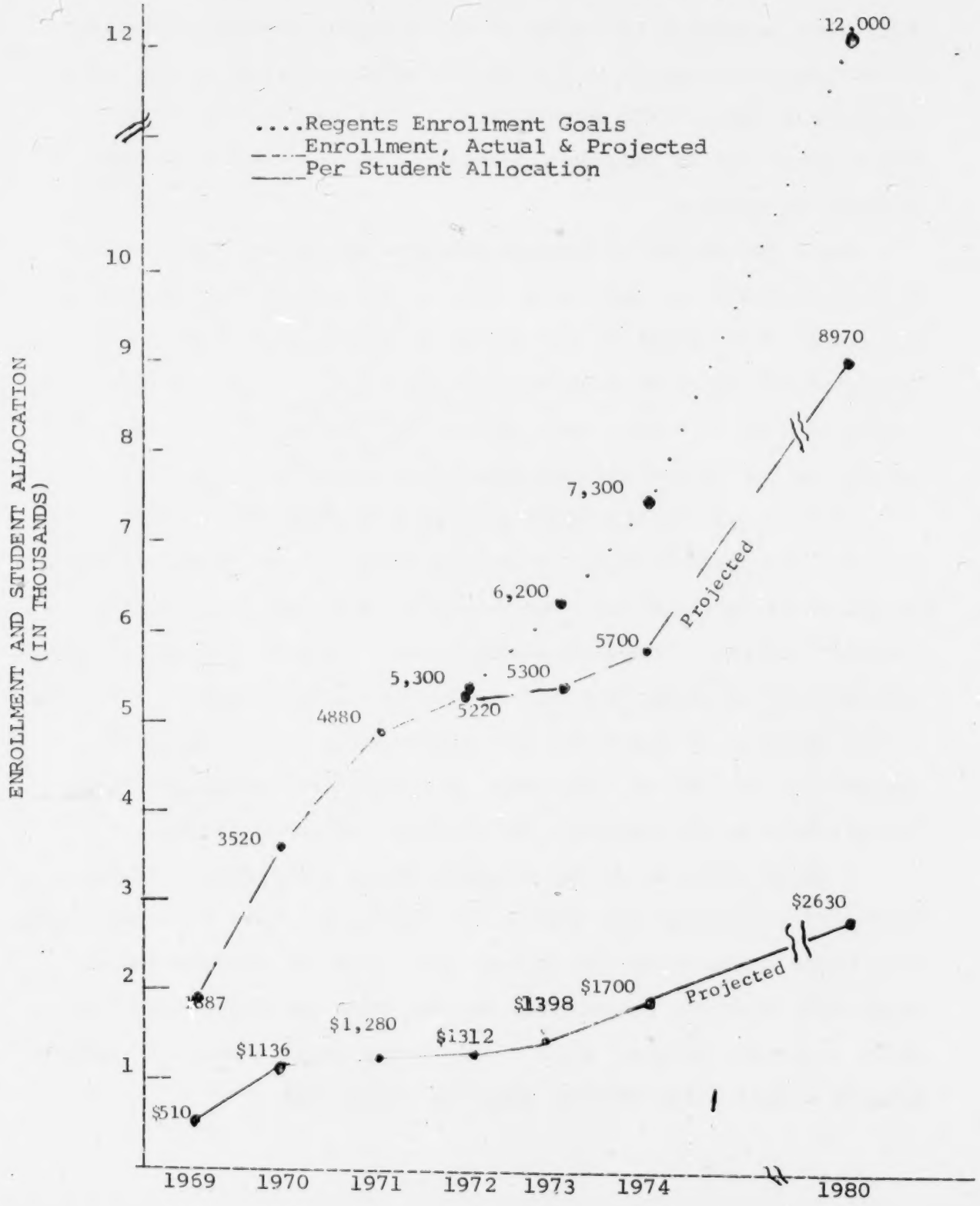
GROWTH OF THE HIGHER EDUCATION OPPORTUNITY PROGRAM

	APPROPRIATION	PER STUDENT	ENROLLMENT[1]	ENROLLMENT GOALS[2]
1969-70	$ 963,274	$ 510	1,887	
1970-71	3,999,390	1,136	3,520	
1971-72	6,250,000	1,280	4,883	
1972-73	6,850,000	1,312	5,220	5,300
1973-74	7,410,000	1,398[3]	5,300[3]	6,200
1974-75	9,690,000[4]	1,700	5,700[4]	7,300

1. Two-Term Mean.
2. From The Regents 1972 Statewide Plan.
3. Anticipated.
4. Projected.

Figure 1

ACTUAL AND PROJECTED HEOP ENROLLMENT, REGENTS STATED GOALS TO 1980, AND GROWTH OF PER STUDENT ALLOCATION



There was a slight increase in high school averages over 70 for entering freshmen (from 75% to 83%). At the same time, however, there were decreases in scores on the Scholastic Aptitude Verbal and Mathematics Test, with 11% more students scoring in the lower ranges than their '71-'72 counterparts. This may reflect contemporary pressures on secondary schools to change traditional approaches to grading.

About two-thirds of program students are black, and a total of seven-eighths are non-white, thus continuing to demonstrate the success of this effort in serving as a vehicle for access to higher education for minority populations. That half of the program population is over 21, and a quarter over 25, attests to the "second chance" nature of the college opportunity program for many.

1973-74 will be the first year with sizable numbers of seniors; the program began in 1969 with only a few schools. More than half of the students ever served by HEOP are still in the program. Almost a thousand students have achieved degrees to date, and only 20% of those leaving the program in '72-'73 (about one-fifth of the students do annually) are academically dismissed, which speaks well for the effectiveness of supportive services in helping to overcome the academic deficiencies of these students.

A large majority of the students begin with reduced course loads and relatively low grades, but nearly all have achieved parity with other students by the senior year, with 120 credits and an acceptable academic performance ranging from meeting minimum standards to honors levels. Only a relatively small number of students require a full fifth year to complete their work.

The impact of opportunity programs like this one, while not easily quantified, has been significant. New approaches to teaching, the extension of remedial services to the regular student body, improved hiring practices and curricular changes, the growth of programs for prisoners and for human services paraprofessionals, the development of new types of professional positions - all of these are commented on later in this Report.

The typical costs to an HEOP student have risen over $400 in the last year, so that the "gap" now between all available sources of aid, including HEOP student loans and other state and federal programs, and college-going costs is approximately $950. The student must work off-campus, borrow outside of recognized sources, and in other ways attempt to raise that difference the family cannot cover.

Institutions with HEOP programs in 1972-73 did exceed the 15% matching funds requirement. Unfortunately, even while many institutions were holding the line or, in some cases, raising their contributions, the pressure of inflation, along with other fiscal exigencies, caused 20 institutions to have to reduce program commitments, by a total of $957,488, thus casting an increased burden on the students to make up the difference. Thus it is clear that while the institutions mounting these programs in the private sector have a continuing commitment to the ideals of equal opportunity in higher education, they are finding it ever more difficult to bear the necessary burden of support.

Lastly, in the past year, HEOP - Central improved further program accountability procedures and expenditure controls. As a

result of auditing of expenditures and monitoring of enrollments, HEOP was able to recover and return to the State more than $670,000.

THE HEOP STUDENT

Admissions Criteria

To be eligible for admission to a Higher Education Opportunity Program, a student must, in addition to having the potential to successfully complete a college education, be educationally and economically disadvantaged, as defined in Regents Rules and Regulations.

The basis for judging economic disadvantage is a family income scale modified periodically to account for inflationary trends. Table 4, which shows students by gross family income, reveals that 54% of all HEOP students come from families with incomes under $4,000, and 77% from families with incomes under $6,000.

The criteria for determining educational disadvantage have changed several times since the beginning of the program. A basic premise has always been that the target student was one who normally would be excluded from consideration for admission, because of poor high school performance and test achievement. HEOP has used both actual quantifiable test and records scores, and measures of deviation from the norm for predicting success at individual institutions, to define academic disadvantage in the past. Many institutions, however, have sought more flexibility which would allow them to choose students more closely reflecting the particular academic characteristics of the college in question.

Partially in response to institutional requests, HEOP modified guidelines for academic eligibility in 1972-73. The academically disadvantaged student is presently defined by the Regents as one who is non-admissible, by normally applied admissions standards, to

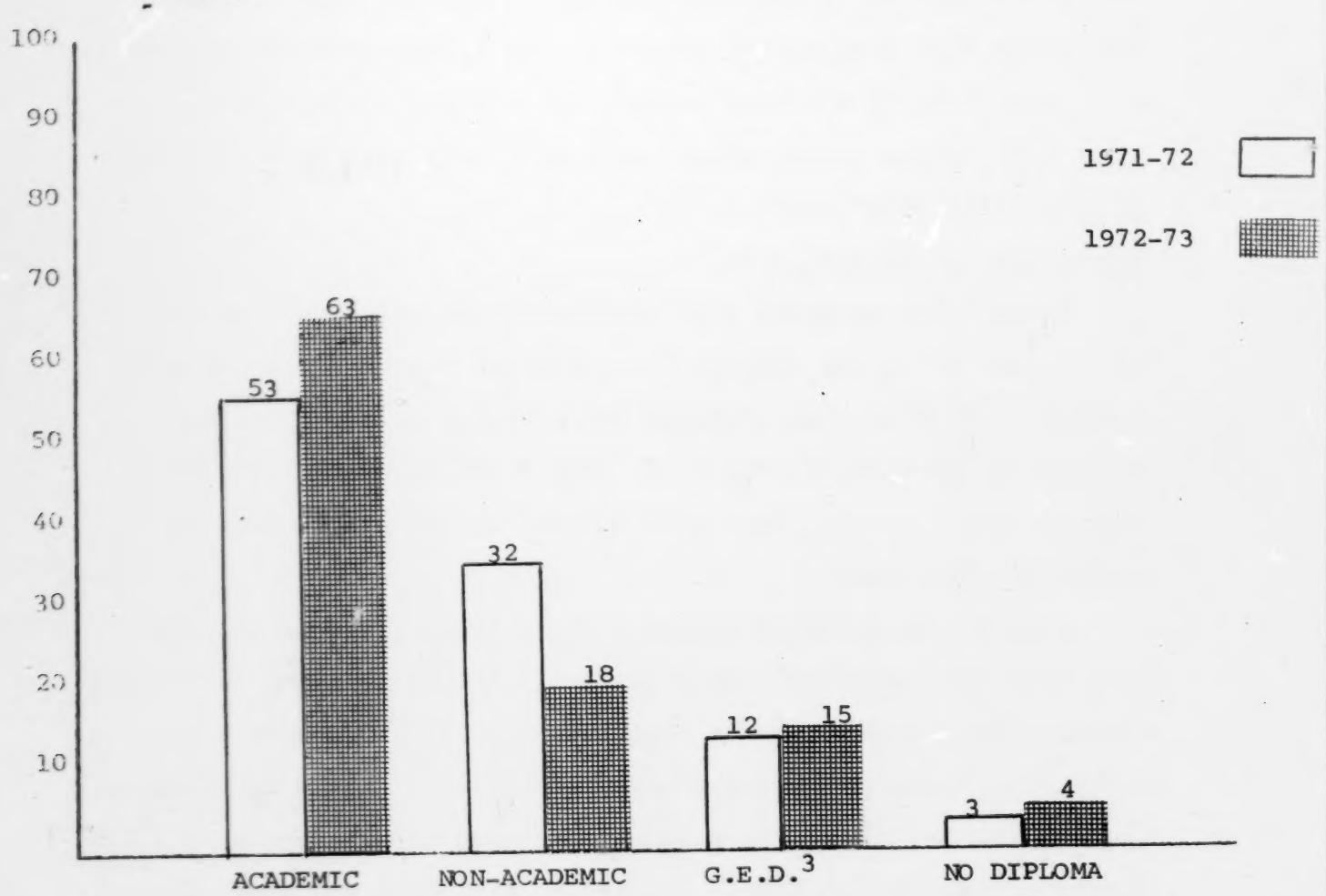
any regular academic program at the institution. HEOP continued to urge institutions to admit students from all along the "normally non-admissible" spectrum, however. Since students from the more "high-risk" sectors require enriched supportive services, HEOP grants for program costs are generally greater for those campuses with larger numbers of students with severe academic disadvantage.

Concomitant with that emphasis is the belief that appropriate supportive services, especially in counseling and remedial or developmental course work, can bring the level of competency of the academically disadvantaged student to that of his regularly admitted counterpart. The tables following illustrate that even with increasing flexibility in admissions criteria, institutions continue to admit students from high-risk categories (chapter IV, Student Achievement, shows measures of success for the HEOP student admitted as a high risk).

In 1971-72, 73% of the funded institutions reported profile data about newly admitted freshmen; 95% so reported in 1972-73. Figure 1 shows that fewer students were admitted with non-academic diplomas than the previous year, more with academic diplomas, and, interestingly, more with General Equivalency Diplomas or none at all. This may, in part, simply reflect a trend away from the awarding of non-academic diplomas, and changes in aspirations of high school students.

Figure 2 shows that while a few more students were admitted with high school averages in the above 85 and 85-79 ranges, most students continued to fall in the 78-69 range (most private institutions cut off at 80 or higher in the admissions process); further, fully 17% had averages below 68.

Figure 2
HEOP FRESHMAN PROFILES: TYPE OF DIPLOMA
1971-72[1] and 1972-73[2]



1. Based on total of 1,702 students for which data available
2. Based on total of 1,476 students for which data available
3. General Equivalency Diploma

Note: Data exclude College for Human Services and Malcolm-King.

Figures 3 and 4 show that institutions selected students for HEOP in 1972-73 with Scholastic Aptitude Test scores, both verbal and mathematics sections, running below those of 1971-72. This change may reflect several trends: a lack of confidence on the part of admissions officers in the predictive validity of such scores for this population; and/or an indication that the performance record may be a better measure of future success than the SAT's and similar tests, which might better be read as reflections of inadequate preparation.

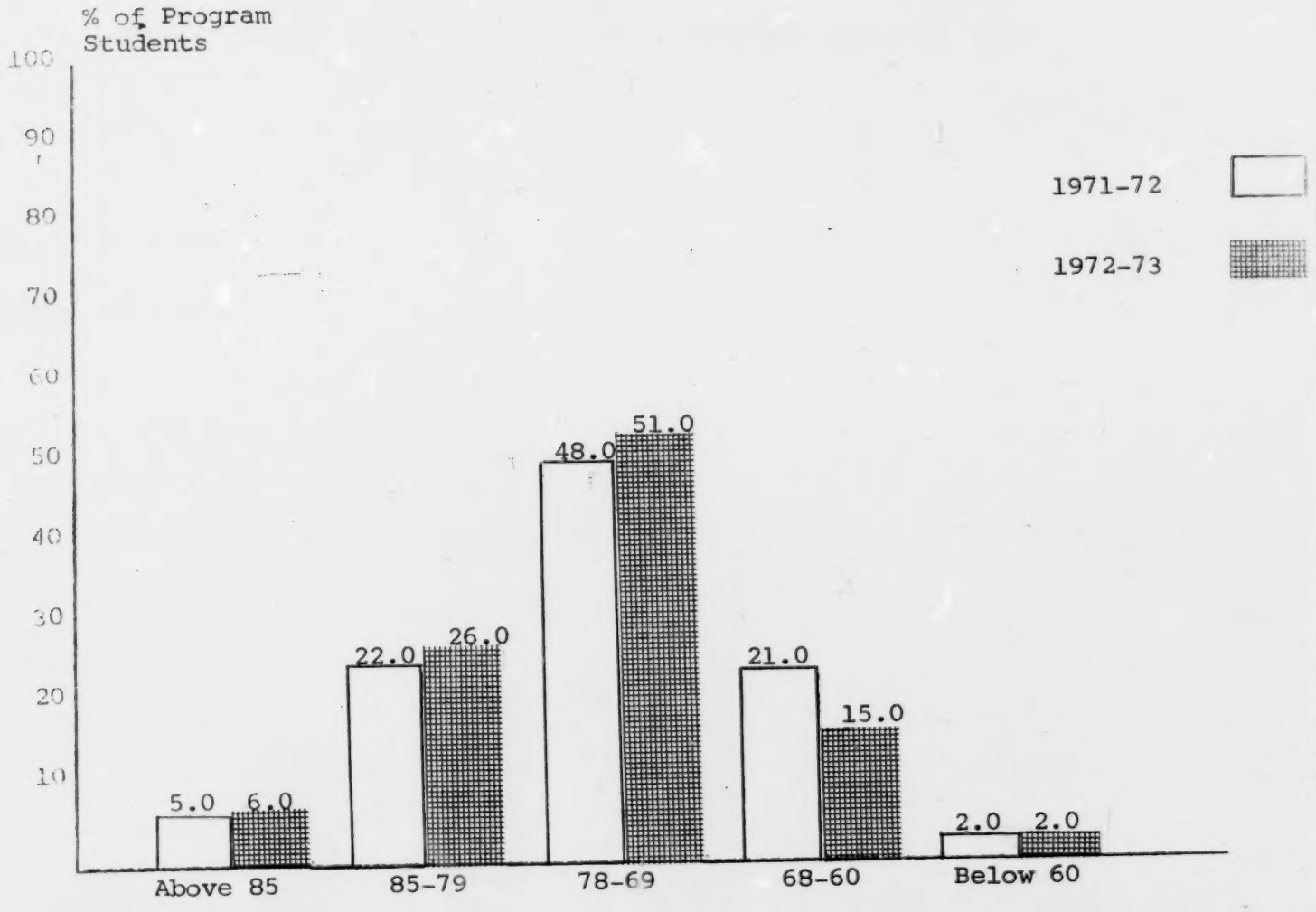
Composition of Student Body

Opportunity programs have sometimes been characterized simplistically as solely directed to black and Puerto Rican college students. In fact, the programs serve students from all ethnic categories, as shown by Table 12. The preponderance of students from non-white groups stems from the low income status of such groups in this state.

When the opportunity programs began there was some apprehension that they would be viewed primarily as vehicles for furthering campus integration. Regents Position Paper 15, "Minority Access to and Participation in Post-Secondary Education," states this concern (p.7): "Equal opportunity must come to mean integration of all the facets of programs in higher education, including and especially regular academic programs." The same paper notes that in 1970, 62% of black college students in New York State were in opportunity programs.

Table 2 indicates that, at least in the private sector, 50% of the black students enrolled in fall 1972 entered through the

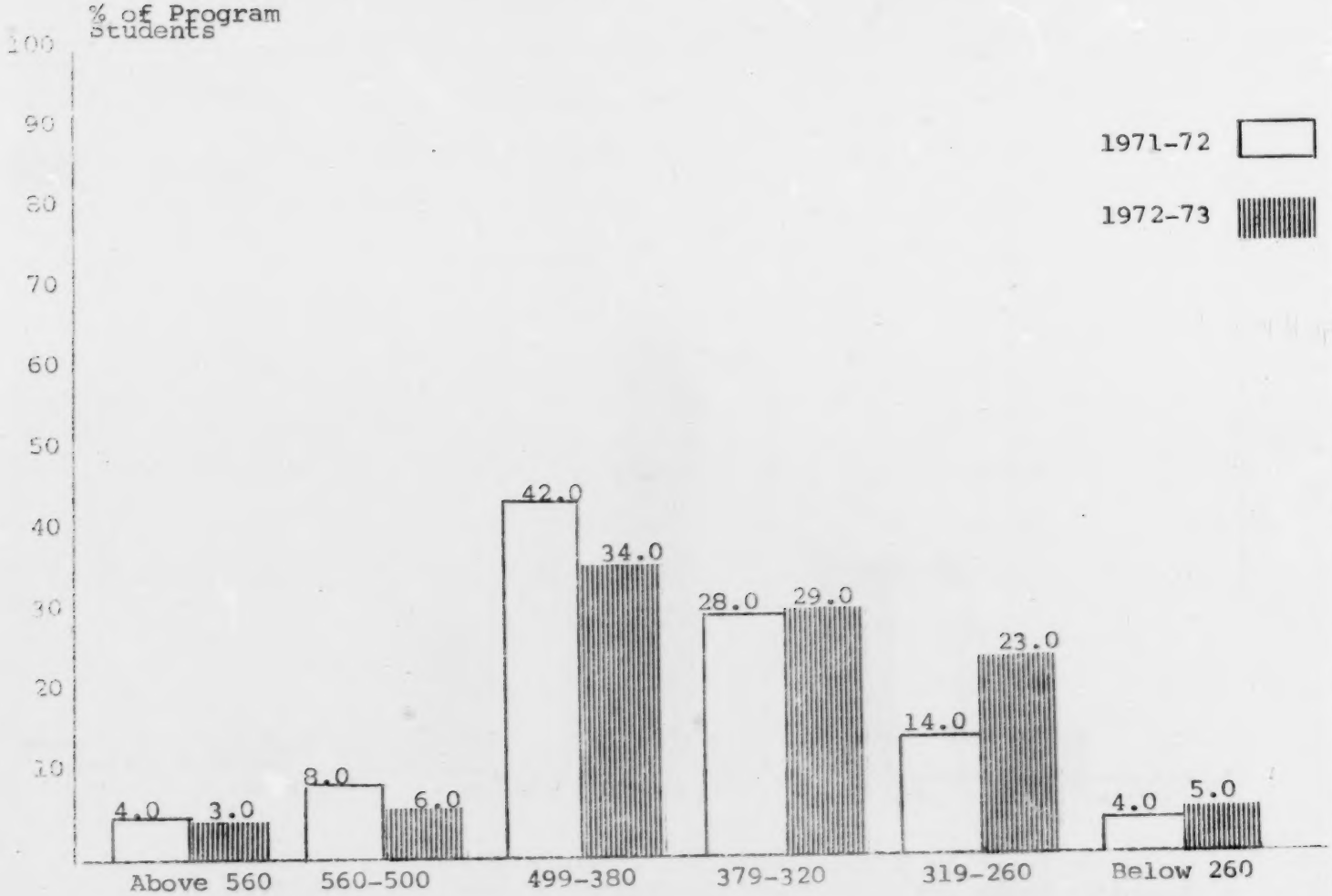
Figure 3
HEOP FRESHMAN PROFILES: HIGH SCHOOL AVERAGES
1971-72[1] and 1972-73[2]



1. Based on total of 1,204 students for which data are available
2. Based on total of 1,230 students for which data are available

Note: Data exclude college for Human Services and Malcolm-King.

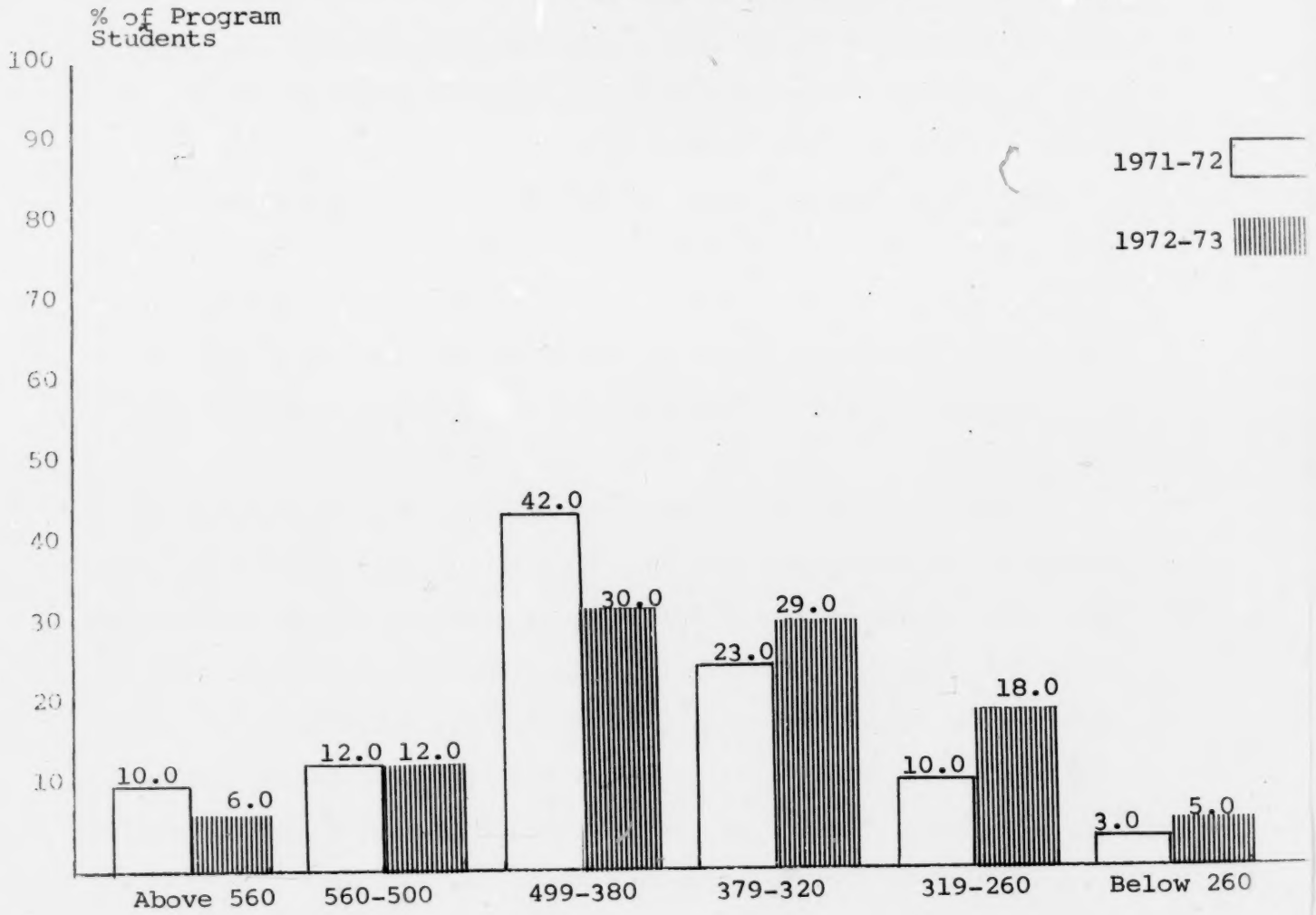
Figure 4
HEOP FRESHMAN PROFILES: SCHOLASTIC APTITUDE SCORES, VERBAL
1971-72[1] and 1972-73[2]



1. Based on total of 638 students for which data are available
2. Based on total of 683 students for which data are available

Note: Data exclude College for Human Services and Malcolm-King.

Figure 5
HEOP FRESHMAN PROFILES: SCHOLASTIC APTITUDE SCORES, MATH
1971-72[1] and 1972-73[2]



1. Based on total of 638 students for which data are available
2. Based on total of 683 students for which data are available

Note: Data exclude College for Human Services and Malcolm-King.

regular admissions process, demonstrating progress toward these Regents' goals. Still, it is worthy of note that 50% of the blacks, 41% of the Spanish-Surnamed Americans, and 20% of the American Indian students at HEOP-aided colleges were there through this special program; and that, although HEOP accounts for only 3.8% of the enrollment at aided colleges, it accounts for 41% of the non-whites at these institutions.

Males and females enroll in approximately equal numbers in HEOP. That about half of HEOP students are over 21, and a quarter over 25, shows the potential of the program as a "second chance" opportunity for those initially by-passed by the educational system. Further growth is anticipated in this group of students in future years.

Lastly, it should be noted that the Regents Position Paper quoted above points out that in 1970, of the 14.6 percent of 18-24-year olds who were black, only 9.3% had reached the twelfth grade, and only 5.9 percent were in college. Table 3 shows that only 4.9% of the college population at HEOP-aided private institutions were black in fall 1972: any growth toward expansion of opportunity for this group, then, will probably occur in public sector institutions, with comparatively greater resources to commit to disadvantaged populations, until and unless more resources can be directed to private-sector efforts.

Economic Circumstances

In accordance with existing guidelines, students who participate in HEOP programs must come from economically disadvantaged backgrounds. Table 4 clearly shows that the HEOP students admitted

Table 2

Distribution of HEOP Students
By Race, Age, and Sex

RACE or ETHNIC BACKGROUND	Percent of Program Students						TOTAL
	MALE			FEMALE			
	Under 21	21-25	over 25	Under 21	21-25	over 25	
BLACK	13.31	8.43	7.25	14.84	8.23	12.76	64.82
AMERICAN INDIAN	.17	.09	.09	.40	.20	.70	1.65
ORIENTAL	.46	.22	.02	.29	.18	.13	1.30
SPANISH SURNAMED	6.19	2.15	1.12	6.12	2.19	1.21	18.98
WHITE & OTHER	3.73	1.67	1.07	3.65	1.56	1.56	13.24
TOTAL	23.86	12.56	9.55	25.30	12.36	16.36	100.00

Source: HEOP 1972 October Report and June, 1973 Final Report

Note: Numbers reflect actual head count.

Table 3

ETHNIC COMPOSITION OF TOTAL INSTITUTIONAL ENROLLMENT VS. HEOP ENROLLMENT, 1972-1973

Ethnic[1] Group	Institutional Enrollment[2]	% of Total Enrollment	HEOP Enrollment	HEOP % of Total Institutional Enrollment	HEOP % of Total Ethnic Group
American Indian	447	0.3	90	0.1	20.0
Negro or Black	7,044	4.9	3,530	2.4	50.0
Oriental	1,512	1.0	71	0.0	5.0
Spanish Surnamed American	2,517	1.7	1,033	0.7	41.0
All Other	133,185	92.0	721	0.5	0.5
TOTAL	144,705[3]	100.0	5,445	3.8	

Total non-whites,[4] institutions 11,520
Total non-whites, HEOP 4,724
Percent total non-whites in HEOP 41%

1. Federal designations
2. For institutions with HEOP programs only, excluding Dowling College, Malcolm-King, Marist-Greenhaven, Pace-Westchester and St. John Fisher, for which institutional enrollment data were incomplete.
3. Fall, 1972
4. Excluding "All Other"

Figure 6

HEOP STUDENTS BY RACE AND SEX
1972-73

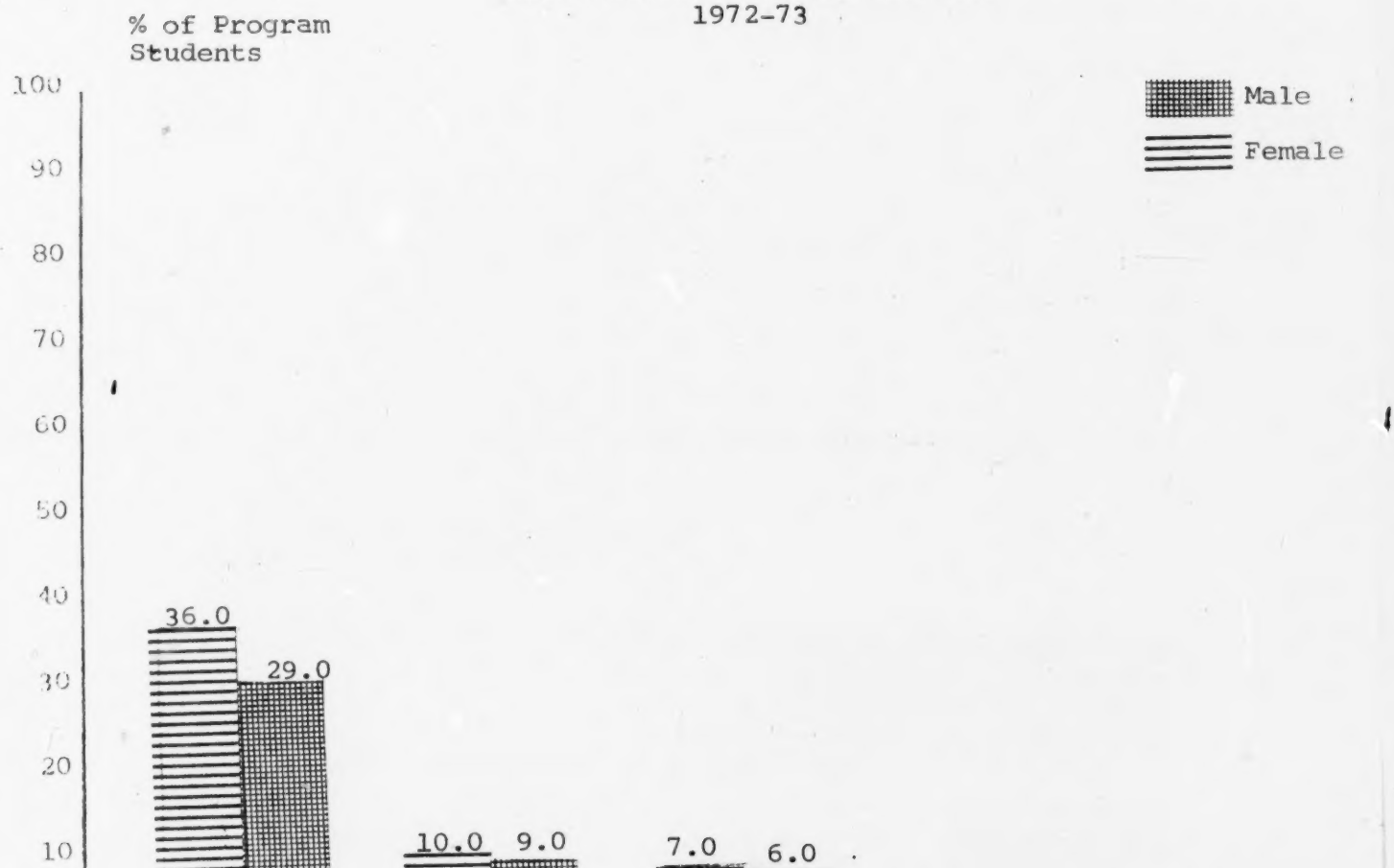
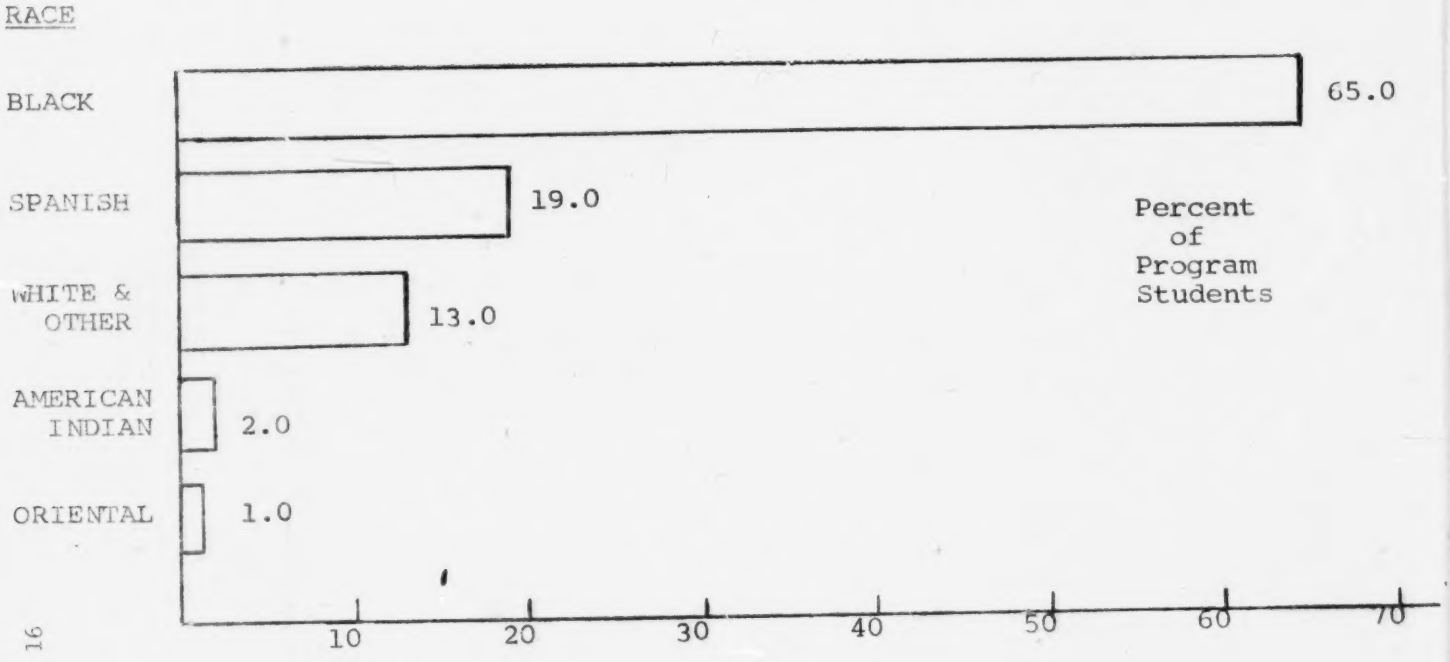
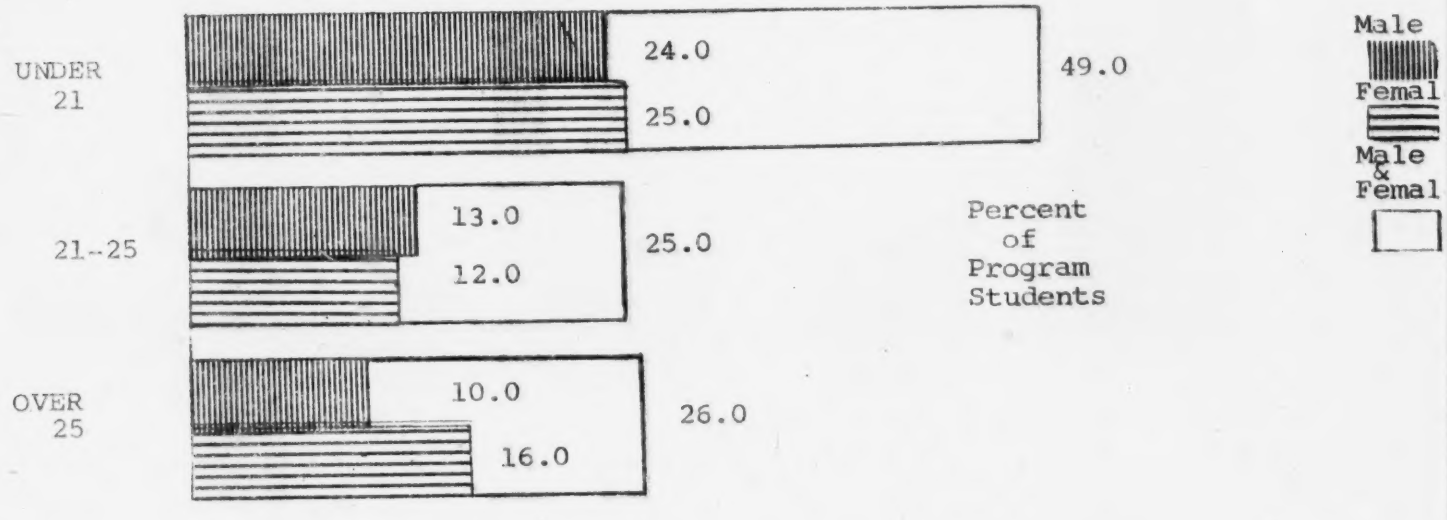


Figure 7
HEOP STUDENTS BY RACE
1972-73



HEOP STUDENTS BY AGE AND SEX
1972-73



during 1972-73 are from families that could provide virtually no financial assistance toward the cost of education. The majority of the students admitted during this academic year are from families with incomes of less than $4,000. Over 90% come from families of incomes of less than $8,000, and less than 2% are from families with incomes of over $10,000. The students in this latter category tend to come from comparatively large families. Table 5 shows a distribution of HEOP students by family size. Close to one-third of the students are from families of 5 or more. Close to 22% of the HEOP students are independent students who cannot rely on family resources to finance their education.

Table 6 shows the percentage of students receiving funds through veteran's benefits, welfare, and social security. This table gives another clear indication of the type of background from which HEOP students come. Less than 14% are from "welfare" families, while 3% are from families that receive social security benefits. Thus it is clear that HEOP is serving truly economically disadvantaged students; just a small percentage of students are from families that have fallen to low-income status because of the death or disability of the head of the household.

It is also important to note that the recipient of social services, once admitted to college, has vastly increased his chances of breaking out of the dependency cycle.

Enrollment Patterns

The history of HEOP enrollment from Fall 1969 to Spring 1973 is shown in Table 17, which portrays the term of entry, total number of students who entered, total number of students leaving the program, and the current enrollment as of Spring 1973, by

Table 4

HEOP Students by Gross Family Income, 1972-73

Percent in Category	$0-4000	4,001-6,000	6,001-8,000	8,001-10,000	10,001-12,000	12,001-14,000	Over 14,000
100.00%	54.06	22.57	16.13	5.62	1.25	0.09	0.26

Table 5

HEOP Students by Size of Household, 1972-73

Percent in Category	Independent	2	3	4	5	6	7	8	9	10+
100.00%	21.76	16.57	15.20	14.56	10.99	7.71	5.58	3.32	2.39	1.92

Table 6

HEOP Students Receiving Veteran's, Social Services, or Social Security Funds, 1972-1973
(Excluding N.Y.U and College for Human Services)

	Veteran's Benefits	Social Services	Social Security	Total
Number of Students	117	618	125	920
% of Total Enrollment	3.88	13.55	2.70	20.17%

institution.[1] As shown in Figure 8, most HEOP institutions enroll the greatest number of their new students during the Fall semester. With some additional funds, the institutions admit a small percentage of their new students in the Spring. Due to inaccurate reporting in the early years of the program, some of the data by institution lack clarity.

Figure 8 reveals a Statewide percentage, by semester, of students who remain in the programs. It is interesting to note that a larger percentage of students who enter in the Fall remain, as compared to those who enter in the Spring; an average of 21% more students enrolling in a given Fall semester remain than those entering the following Spring. This may be due to the large percentage of Fall enrollees who attend a pre-freshman summer program conducted by most HEOP institutions.

The one exception to this pattern is the Spring 1973 semester, the most recently admitted class.

---

[1] Institutional data in Appendix B only.

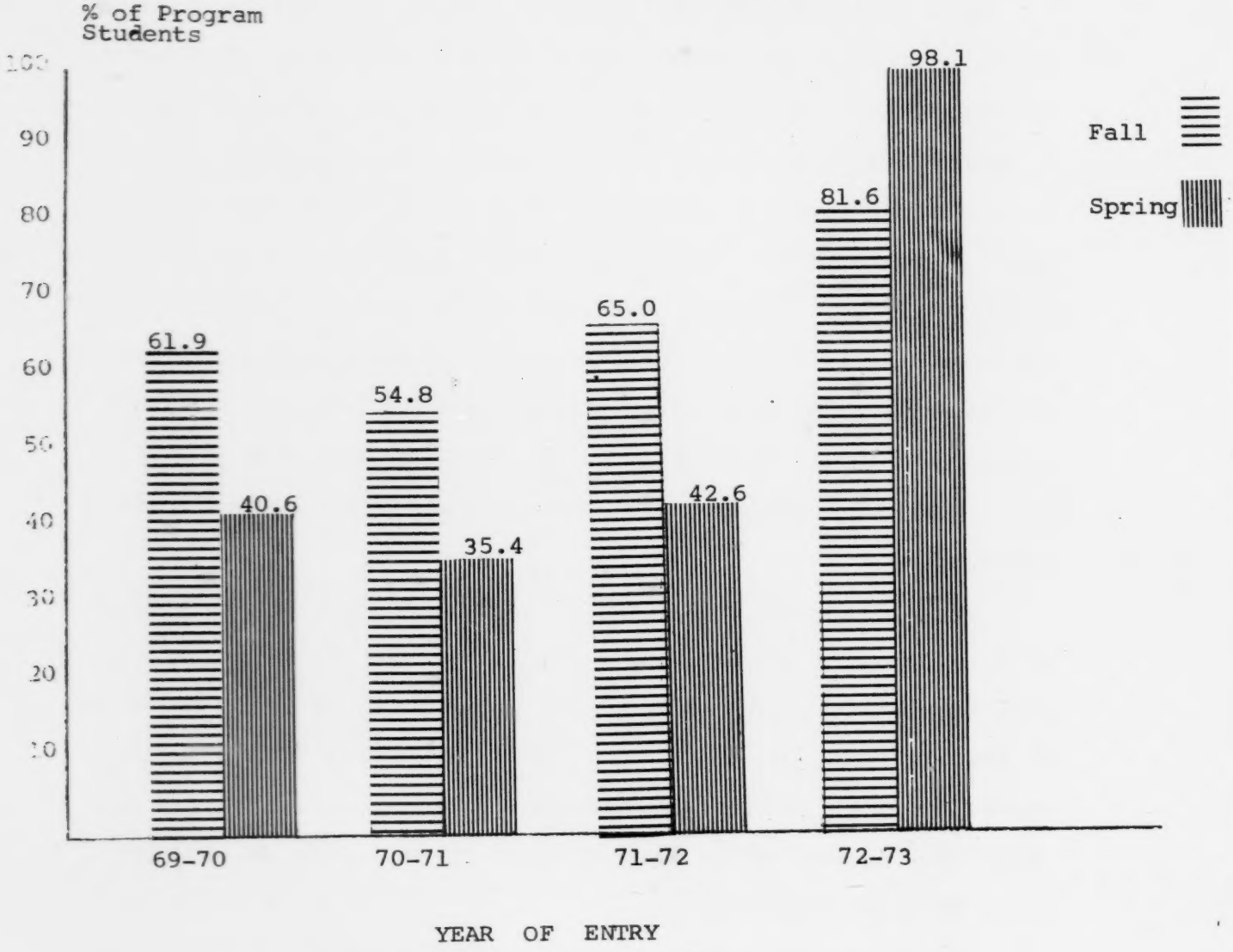
TABLE 7

HEOP ENROLLMENT TO SPRING, 1973

NUMBER OF STUDENTS								
ENTERING				LEAVING			REMAINING	
1969-1970	1970-1971	1971-1972	1972-1973	GRADUATES	TRANSFERS	WITHDRAWALS	FALL 1972	SPRING 1973
1,634	2,319	2,727	2,870	908	532	2,912	5,136	5,308
TOTAL		9,660[1]		4,352			5,220[2]	

1. Total includes 110 students for Cornell, for which information concerning term of entry was unavailable.
2. Approximate two term average.

Figure 8
HEOP STUDENT SURVIVAL TO SPRING, 1973[1]
BY TERM OF ENTRY



1. Surviving student numbers include graduates and transfers out.
2. Excludes College for Human Services

STUDENT ACHIEVEMENT

Coursework

Once admitted, the HEOP student embarks on a course of study which, typically, is geared toward the acquisition of 120 credit hours and a bachelor's degree within a four- to five-year period. In general, a HEOP student's courseload in the first two semesters (his freshman year) is less heavy than the "normal" load of 15 hours per term. This is due to both a reduction in hours scheduled to allow for the student's acclimatization to campus expectations, and to the scheduling of remedial and developmental skills courses in the early semesters. Such courses carry little or no college credit, but figure significantly in providing the student with basic skills in such areas as reading, mathematics, study skills, and writing.

Table 8, Credit Hour Accumulation, shows that by the middle of the sophomore year (fourth semester), 77% of HEOP students have completed the freshman year as measured by the completion of 30 credit hours; by junior year (sixth semester), 80% have completed 60 credit hours; and that more than two-thirds of all students have gained parity with the norm by achieving 105-120 plus hours in eight semesters.

The grade achievement records of HEOP students indicate the same general upward trend as measured in cumulative grade point averages (GPA's). Table 9 demonstrates that, whereas 36% first-semester HEOP freshmen fall in the lowest two grade quintiles, 0-.8 and -.9-1.6, a steady rise is detectable thereafter; seven percent of second semester juniors and just four percent of seniors

Table 8

HEOP STUDENT CREDIT HOUR ACCUMULATION TO SPRING, 1973

PERCENT DISTRIBUTION OF EARNED CREDITS BY TERM OF ENTRY

Semesters in Program[1]	CREDIT HOUR ACCUMULATION							
	0-15[2]	16-30	31-45	46-60	61-75	76-90	91-105	106-120[2]
1.	91.2	5.3	1.5	1.1	0.5	0.5	0	0
2.	40.0	42.4	15.2	0.9	0.8	0.6	0	0.5
3.	38.2	25.9	21.2	6.8	5.0	0.8	0.8	1.3
4.	8.7	14.3	17.0	29.5	18.8	2.7	0.6	8.5
5.	9.5	19.8	15.0	18.1	19.4	11.6	3.0	3.5
6.	1.0	6.6	5.5	8.0	17.0	29.6	22.0	10.2
7.	2.3	14.0	20.9	4.7	7.0	22.0	15.1	13.9
8.	0	2.7	8.0	4.9	3.1	4.4	10.1	66.8
9.	0	5.6	20.4	18.5	13.0	14.8	13.0	14.8
10.	0	0	13.8	22.4	19.0	8.6	3.4	32.8

1. N= 5,385 students for which data were available.
2. Anomalies at ends of scale result from students who may be part-time, transfers or received advanced placement.

NOTE: The figures between the lines indicate progress of the typical HEOP student. Those above the line are proceeding faster than normal; those below, slower. Most HEOP students graduate with their entering classes.

Table 9

PERCENT OF HEOP STUDENT CUMULATIVE GRADE POINT AVERAGES[1]

BY NUMBER OF SEMESTERS IN ATTENDANCE

Semesters in Attendance	G P A R A N G E S					Percent of attempted credit hours completed
	0 - .8	9 - 1.6	1.7 - 2.4	2.5 - 3.2	3.3 - 4.0	
1.	27.3	8.8	19.6	27.3	17.0	44.3
2.	7.0	21.8	34.3	27.3	9.6	83.1
3.	5.1	7.0	33.4	36.7	17.7	79.7
4.	1.5	8.9	40.7	38.7	10.2	86.3
5.	2.6	23.2	34.5	30.3	9.4	86.7
6.	0.9	6.5	45.5	38.7	8.4	87.8
7.	3.1	4.1	28.9	47.4	16.5	88.8
8.	0.3	3.4	32.4	53.5	10.4	83.7
9.	0.0	6.3	33.3	50.8	9.5	91.5
10.	0.0	9.8	33.3	33.3	23.5	91.0

1. Based on 6249 full and part time students for whom data were available Spring 1973.

remain in these categories (it must be noted that of those reflected in the lowest categories, many students will withdraw or be dismissed for academic reasons, take leaves of absence, or graduate in more than four years).

Equally of interest is the percentage completion rate of courses attempted, also shown in Table 9. After a relatively poor completion rate in the first semester, students tend to complete courses at a rate of four out of five, or better. Of course, some campuses now encourage students to register for more courses than they intend to complete, since within certain limits withdrawal imposes no penalty on the student, and the data should be read in this light.

Attrition

HEOP students are by definition a high-risk population. The section of this report which deals with characteristics of freshmen shows that there are students whose college success potential is severely limited because of inadequate preparation or cognitive deficiencies. Yet an analysis of approximately 1100 students leaving the program in 1972-73, as reflected in Table 10, HEOP Student Attrition, shows that only 20% of those leaving were dismissed for academic reasons, and only another 14% withdrew voluntarily for academic reasons. The most cited condition for attrition overall is "personal" reasons. It is generally believed that students often choose to identify fiscal problems under this category, along with the many home emergencies to which the HEOP population is particularly susceptible.

It is interesting to note that academic dismissal accounts for 24% of males leaving, and only 15% of females, while for

personal reasons, 28% are female, 22% male. As might have been anticipated, there is a female-male 11% - 4% variation under the "medical" category.

Enrollment by Major

Table 11 reports on students who are beyond the first two years of a program, normally creditable toward a 4 or 5 year bachelor's degree. Information from individual schools has been summarized and displayed as overall percentages. Students were classified according to the most appropriate subject area. Column I lists the program title, columns II and III give the percent of all Junior class men and women in the course of study, columns IV and V give the percent of all Senior class men and women in the course of study and column VI reports the total percent.

Inspection of the data presented in Table 11 indicates that approximately a fourth of the upper division students are working in the area of the Social Sciences, approximately one-fifth are in Education, and about one-fourth are distributed between Business Management, Psychology, Fine and Applied Arts, and Biological Sciences respectively. It may also be noted that three times as many women as men are in Education and Psychology, and two times as many women as men are in Fine Arts. In Business Management, however, there are three times as many Junior men as Junior women.

Graduates

The number of HEOP graduates with two - and four-year degrees continues to increase sharply as demonstrated in Table 12, HEOP Graduates By Year. As most programs were funded initially with freshmen classes in 1969, 70, and 71, an initial pattern of this type is to be expected. In future years, a graduate

Table 10

HEOP STUDENT ATTRITION 1972-73

Sex	Conditions							
	Personal	Academic Dismissal	Other	Academic Voluntary	Transfer	Medical	Financial	Total
As % of Total								
Females[1]	13.21	7.26	8.05	6.30	4.90	5.07	2.27	47.06
Males[2]	11.55	12.95	9.54	8.05	5.69	1.75	3.41	52.94
Total	24.76	20.21	17.59	14.35	10.59	6.82	5.69	100.00
As % of Same Sex								
Females	28.07	15.43	10.41	13.38	10.41	10.78	4.83	100.00
Males	21.82	24.46	10.74	15.21	10.74	3.31	6.45	100.00

1. N = 538
2. N = 605

Table 11
DEGREE CREDIT ENROLLMENT BY SUBJECT AREA
UPPER DIVISION HEOP STUDENTS
1972-1973

SUBJECT AREAS	JUNIORS		SENIORS		TOTAL
	Men	Women	Men	Women	
Social Science	5.90	7.93	3.46	5.79	23.08
Education	2.74	6.68	1.79	6.32	17.53
Business & Management	3.88	1.43	1.85	1.13	8.29
Psychology	1.19	3.64	.83	2.33	7.99
Fine & Applied Arts	1.13	2.21	.60	1.67	5.61
Biological Sciences	1.25	1.61	.66	1.07	4.59
Communications	1.02	1.74	.42	.95	4.13
No Specific Subject Area	1.31	1.61	.66	.43	4.01
Foreign Languages	.54	1.67	.19	1.32	3.72
Public Affairs & Services	.78	.90	.60	1.25	3.53
Letters	.95	1.01	.31	.83	3.10
Engineering	1.37	.30	.89	.06	2.62
Area Studies	.31	.90	.12	1.19	2.52
Health Professions	.18	1.31	.06	.72	2.27
Mathematics	.48	.66	.18	.24	1.56
Interdisciplinary Studies	.30	.23	.43	.24	1.20
Physical Sciences	.42	.43	.12	.12	1.09
Law	.36	.42	.06	.24	1.08
Home Economics	.00	.30	.66	.00	.96
Theology	.06	.18	.06	.12	.42
Computer & Info.Services	.18	.00	.12	.00	.30
Agriculture & Nat.Resources	.06	.18	.00	.00	.24
Architecture & Envir.Design	.06	.00	.00	.00	.06
Library Science	.00	.00	.00	.00	.00
Military Science	.00	.00	.00	.00	.00
Total All Students	24.37	35.44	14.07	26.12	100

Note: N= 1,677 Students

Table 12

HEOP GRADUATES BY YEAR

	1970	1971	1972	1973	Total
Associate	5	120	95	22[1]	242
Bachelor's		39	249	378	666
Total	5	159	344	400	908

[1]College for Human Services Anticipates 90 Additional AA Degrees in November 1973.

HEOP GRADUATES BY FIRST PLACEMENT

	Employment in Education	Other	Graduate School	Prof. School	Armed Forces	Other	Do not know	Total
Percent	23	22	20.5	6	0.5	1	27	100

"output" rate of approximately 10% of students enrolled in a given year is anticipated.

In terms of first job placement after graduation, employment in education - primarily in public school teaching - has the highest ranking, with 23% of graduates so engaged. It is interesting to note that the recent tightening of the job market in this area has not affected HEOP graduates; field personnel suggest a reason for this is that minority group members are still much in demand for public school teaching, and will remain so for the foreseeable future.

The entry of first generation college graduates into Education and other public sector employment is not an uncommon American phenomenon. More unusual is the entrance into graduate and professional schools of 26.5% of HEOP graduates, attesting to a high level of aspiration, confidence, achievement, and sophistication on the part of those students and those who counsel them.

Case Histories of HEOP Graduates

College life has been a tremendous challenge for many HEOP students during the past four years. It has taken a significant amount of courage, discipline and determination for some of them to complete the baccalaureate degree. HEOP graduates had to overcome obstacles that ranged from inferior high school training to staunchly conservative attitudes that exist on some private college campuses.

Below are synopses of several case studies which were taken from a survey of 1973 HEOP Graduates.

Student A -
Marymount College

College was out of the question for a HEOP transfer student at Malcolm-King College in Harlem when she graduated from high school in the nineteen-thirties. She was born poor, black, and orphaned in the midst of the Depression.

Now, 51 years old and a mother of three, this HEOP student graduated in May, 1973 summa cum laude from Marymount College. Had it not been for HEOP at Malcolm-King/Harlem College Extension, from which she transferred to Marymount, the student felt that she would not have resumed her long-interrupted schooling.

Student B -
College of New Rochelle

This HEOP student graduated from a local high school in New Rochelle, New York, with a 62 average and board scores below 300. Her progress was minimal until she was admitted to the HEOP program. With assistance from program staff and effective supportive services, her grade index soared from 2.0 to a cumulative average of 3.2.

Upon graduation this student was awarded a fellowship to continue her studies at a unit of the State University of New York.

Student C -
Manhattanville College

A father of three, he transferred from Mount Vernon Co-operative College Center to Manhattanville's HEOP program for his Junior year. With a family to support, and the need to work nights to do so, this student was able to graduate in three years with a 3.1 cumulative average. He is now working toward a degree at Harvard Law School.

Student D -
Long Island University

A young man from the Island of Jamaica, he was rejected by all colleges to which he applied. Possessed of foresight and drive, he returned to high school to take necessary courses. He was then accepted in the HEOP program, and maintained an amazing 3.80 index (A) as a Journalism major, despite working at a part-time job to support himself. He is presently employed in New York City as a reporter.

Student E -
Syracuse University

A Mexican-American woman in Syracuse, with a child to support, decided to study nursing at one of the local community colleges in the Syracuse area. After successfully completing the program, she wanted to transfer to Syracuse University to pursue a B.S. degree in Nursing, considered one of the most difficult programs at the institution. The University would not accept any of her credits and she had to begin all over again as a freshman. She was admitted to the HEOP program, where she received academic counseling and other supportive services. After six years of study in all, she finally graduated cum laude.

She is presently employed by the Veterans Hospital in Syracuse with a salary of $12,500.

Curriculum and Instruction

Educational opportunity by its very nature is equated with change. Any institution of higher education, through the implementation of an educational opportunity program, commits itself to change in a number of directions. With the advent of an opportunity program on its campus the institution addresses itself to changes in recruitment and admissions procedures; revisions in the packaging of financial aid; and the alteration of traditional approaches to the delivery of academic and supportive services in order to meet the needs of opportunity students.

In the area of curricular offerings, save for developmental or skill building special courses and black and latin studies (geared primarily to the black or latin student), the curriculum has not changed dramatically on New York State private college campuses as a result of HEOP programs.

In remedial, developmental and compensatory course work, however, the transmittal process has reflected a departure from the lecture method and student-as-passive-agent approach. There is evidence of an understanding of the principles embodied in the following quotation:

> ...college teachers...see the classroom primarily as a place where information is dispensed and not as an environment in which problems are considered and conclusions reached by individual students as an outgrowth of their examination of particular situations. Most information, however, can be more efficiently and rapidly dispensed through books, magazines, (periodicals), and other media (such as, art, television, telephone,

> video-tape records) which can be used outside of class than through class lectures. If the instructor can be persuaded that there are more efficient means of purveying information, he may then be persuaded that valuable class time should concentrate on learning situations in which there is increased involvement of students which in turn, by making them (co-) active partners in the learning process assures a high degree of retention and understanding of (all) the information dispensed...[1]

Clearly, the above mentioned approach, that of teacher and student as co-active agents, in which learning is a two-way street, has required a new breed of "teacher" to teach this new breed of student.

While the HEOP student may be "academically disadvantaged," he often brings to college a positive, healthy orientation. The HEOP student has a frank, blunt, candid approach, that is not present in the typical non-HEOP student, and usually possesses a "Street" sophistication not found in most white, middle class students.

Therefore, the new type of teacher who has related best to HEOP students possesses a sensitivity to, and awareness of, who his students are, together with an ability to understand the language - the vernacular of this non-traditional student. In addition, the faculty person as a co-agent in the learning process has recognized the need to give respect in order to earn it.[2]

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[1] Students, Teachers, and the Third World in the American College Curriculum; A Guide and Commentary on Innovative Approaches in Undergraduate Education. Foreign Area Materials Center Occasional Publication No. 19-Ehrman, Edith and Morehouse, Ward Co-editors. Council for Intercultural Studies and Programs, State Education Department, Albany, November 1972, pp. 25-26.

[2] As developed in:
"Plans for the sensitization of faculty, professional, and non-professional staff, and students to the diverse life-styles of the increasing numbers of minority group students being admitted."
Minority Access to and Participation in Post-Secondary Education. A Statement of Policy and Proposed Action by the REGENTS OF THE UNIVERSITY OF THE STATE OF NEW YORK. Position Paper No. 15, The State Education Department. Albany, May 1972 p. 11

Those institutions which have experienced success in educating the opportunity student have utilized the types of approaches outlined below:

1. The inclusion within the curriculum of all disciplines, the contribution of all national and transnational groups to the development of contemporary society.

2. Classroom discussion and seminar type approaches rather than the straight lecture presentation.

3. Individual or group projects, written or oral.

4. Field research or involvement outside the institution within the particular disciplines.

5. Self-instructional and programmed materials.

6. Computer and gaming simulations.

7. Communications:

   a. Telephone lectures and link-ups
   b. Television
      (1) Open and closed circuit
      (2) Video-Taping
   c. Films, cassettes, other audio-visual devices

8. Student designed courses, programs, learning experiences

9. Independent study

10. Study Abroad

11. Inter, multi, and trans-disciplinary studies

Some of the strategies used in implementing these approaches were: institutional grants to faculty for experimentation and testing of new approaches and concepts; establishment of centers for instructional development with support instructional services in the audio-visual and graphic areas, administrative support and

encouragement to attend professional conferences and workshops; inservice faculty training through the use of seminars, "developmental" training activities, and refresher courses in the area of teaching - learning; monetary rewards and inducement from foundations and public and private agencies; use of institutional/community HEOP advisory committees to introduce and "sell" successful instructional techniques/methodologies utilized in HEOP developmental-compensatory courses; program director, staff and student efforts to gather support from the campus President on down to encourage attention to academic innovation.

HEOP's impact on curriculum and instruction has been felt most perceptibly in the academic life of the HEOP student; however, the strategies, techniques and methodologies developed for the HEOP student have had some carryover vis-a-vis the education of non-HEOP students in particular colleges. It is expected that as these techniques acquire greater refinement, and communication among the various sectors of a given institution increase, that the effect of educational strategies (derived from opportunity program experience) on the total institution will be more evident.

Consortia

HEOP/SED funded three consortial efforts during the period covered by this report. These efforts consisted of three distinctly different approaches, though organized in just two structural categories.

The first category is a Consortium already in existence prior to HEOP, ACMHA - Associated Colleges of the Mid-Hudson Area (comprised of private and public institutions). Under this umbrella arrangement, HEOP/SED participated in an ongoing Consortium. Previously, the ACMHA Director was minimally involved in HEOP efforts and the individual HEOP Directors at Bard, Marist, Mount Saint Mary and Vassar (the latter one only superficially involved with ACMHA-HEOP) ran their programs almost autonomously.

In the second structural category are the Consortia which developed as a result of HEOP - with no or minimal previous inter-institutional involvement. Under this classification HEOP Central has funded two types of consortial efforts.

One is the centralized type of operation in Westchester County - CLC, the Community Leadership Consortium - while the other strictly centralized operation is in the Albany Capital District, the AOC - Academic Opportunity Consortium.

The administrative difference between the two "HEOP only" Consortia are somewhat significant: Where the CLC Colleges of the College of New Rochelle, Iona, Manhattanville, Marymount-Tarrytown, Mercy, and Pace-New York City and Westchester have individual Project Directors, there has also been a Consortium Director or Coordinator. In the other case, Rensselaer Polytechnic

Institute, Russell Sage, Siena, Skidmore and Union - the AOC group - the Consortium Director has also been, effectively, the director of the individual programs. Unfortunately, in AOC, outside of the Skidmore and Rensselaer Polytechnic Institute programs, there has been an absence of strong local campus leadership on behalf of the HEOP population.

Some recent achievements of Consortia have been joint summer programs (including shared courses), emergency housing for HEOP students without homes, legal counseling, and joint evaluative efforts. Planned is activity in the area of joint recruitment and selection, inservice training for both HEOP staff and local faculty, developmental centers vis-a-vis curriculum and instruction, and greater support in the area of health maintenance and drug abuse control.

The impact of Consortia on higher education in general, and institutional change in particular, is still to be discerned, since such efforts are still in the early stages of development.

In the past, HEOP Central has funded Consortia with few specific guidelines for such enterprises. Presently, however, there is in operation a Consortia Task Force, comprised of Project Directors and HEOP personnel, charged with drafting a report to be submitted (by late October) to SED/HEOP. This Consortia Task Force report will contain a definition, objectives, structure, reporting format and, possibly, a funding formula.

Higher Education for Inmates

Since the inception of the HEOP program in 1969, there has been interest in the development of viable HEOP programs within New York State correctional facilities.

It was only after the Attica riot, however, that any significant movement towards HEOP in the prisons was initiated by the colleges and the correctional authorities. In the spring of 1973, a Marist College - Green Haven HEOP was funded as a pilot program. The program was funded initially for 40 students, yet 45 were enrolled; and almost that number were turned away due to lack of funds.

Students were enrolled in one or two courses per semester, in the areas of literature, sociology, political science and psychology; sixty students (30 FTE) were projected for fall '73 enrollment with a slight expansion of course offerings.

Obviously, with an undertaking of such explosive potential, there were many areas requiring serious attention and sensitive understanding. Prison security, inmate-student academic and social needs within and outside the prison, and inter-agency (SED and Department of Corrections as well as College/Corrections) cooperation, were just a few of many very significant concerns.

In order to provide a first-hand perspective on this effort, below are three unedited excerpts from recent letters sent to HEOP-SED by inmates at the Green Haven Correctional Facility. Each of the inmates is a student in the Marist College-Green Haven HEOP Program.

Inmate A - "Education is one of the most important variables in the rehabilitation of an inmate, and in general to the whole nation. The majority of us come from the lower classes, and partly because of this we have never had the chance to really get a good education.
I see this education I am obtaining through Marist College as a very important factor in becoming a better citizen an a greater assert to my community when I am release from here. Like many of my fellow inmates incarcerated in this institution, I feel I could never had had the chance to appreciate the value of higher education if it wasn't for Marist College. This program Marist has over here is providing new avenues for productive development to the most overlook individuals' of this society.
I ask you, 'what do you expect to come out of these institutions if no opportunities are given to a man to really become a productive individual?""

Inmate B - "...one thing we would like to point out is that as prisoners serving various lengths of time, we will have no alternative say as is available to people who are in programs on the streets and campuses therefore our program happens to mean more to us than just an education per se, but in fact enfolds our total existence in life at this point.

Many of us are in prison because of some educational lacking in one form or another, also more than one or two times. We are adults and as such have certain responsibilities and obligations when we are on the streets that must be fulfilled. For us that usually means fulfilling them in the best way possible. We not only lack trades and abilities but also lack the basic educational understanding in terms of social living, which is one of the major reasons why we tend to fall into criminal activity in order to secure those things we require to maintain those responsibilities and obligations that we have. Up until this point prison for most of us (and still the majority) has been a period of time taken from our lives and which we view as waiting until we are released again. The lack of realistic opportunities while in prison has been the major cause of this general view, which means that we know how high the percentage is of us returning. This particular program is an opportunity that is more to us than just education alone, but the first real chance to grab hold of our lives and get off of this train that we have been riding on. It is the opening of a door that has been closed for so long a time when we are free those responsibilities and obligations,

which means that we have the time to pursue a new course and give it a chance to work at thi level so that we will have a greater chance of getting it to work at the community level. We want this program to continue because it represents something more than a dream for us which most things in prison do. Please extend to us your full consideration, for as prisoners we have no other program we can go to if you take this one."

Inmate C - "The interest for getting into this Colleges is very high among the inmates. Personally, it has been the first time that I a "con" would be able to attend a college, learn a profession, and at the same time be guided away from my old life stile, and this was an used to be very 'antisocial'...

Another point is this; many people talk about redusing the recividism rates, This College Program are doing this and much more, for instance to be antisocial is one thing, but to learn why is the key. Marist and the other related Colleges have been able to give us the convict, and Education that I would of never thought was a possibility for me.
You know many Men have left here on study release, some to Marist others to Dutchess, etc., and they have been able to fit into a new life stile that was impossible to get 10 years ago."

According to the target population, the Marist - HEOP program at Green Haven is filling an important need. HEOP-SED plans during 1973-74 to work assiduously in prison program development in order to provide equal educational opportunity to a most needful sector of society.

Aiding Disadvantaged Students: The Growth of New Professionals

The services of HEOP programs are varied in nature and are based almost entirely on the needs of their diversified student populations. In 1972-73 these services ranged from the standard forms of counseling, tutoring, academic and financial aid advisement, to newer, more innovative, approaches through remedial and developmental seminars and workshops. The need for the provision of such services within a coordinated program format is well documented; however, programs that provide these needed services find themselves faced with the continuing problem of finding adequately trained personnel to deliver the vital services.

Staff persons are needed who are trained in the areas of language arts, study skills, reading, remedial and developmental English, math and science. In addition to the academic training in these essential areas, a HEOP staff person must possess a strong sensitivity to the HEOP population, dedication to the goals of non-traditional education and the ability to "navigate" the standard educational system.

Language arts specialist, tutor coordinator, developmental skills specialist, academic advisor, teacher-counselor, tutor-counselor, writing skills specialist are all job titles that make up the staff of New York State HEOP programs. The need for people trained in these areas is escalating as the number and size of opportunity programs rises. The type of training needed to fulfill these jobs adequately varies immensely from the training of a

traditional reading, English, science or math teacher.

The demand for personnel trained in these areas has brought about some response from institutions of higher education. Emerging throughout the State within 1972-73 have been graduate programs in Counseling Disadvantaged Students, English as a Second Language, and in the ancillary area of Student Personnel Services. SUNY at Brockport, SUNY at Albany and New York University offer curricula which include courses in Individual and Group Counseling Concepts, Programs and Resources for Teaching the Disadvantaged, Education of the Slow Learner, Career Development Concepts, Self in Society. Techniques in instructing students within these graduate programs include roleplaying, micro-teaching, videotaping and on-the-job training through internships.

These limited (one institution had seventy-eight applicants for only twelve positions), graduate programs cannot begin to train the numbers of needed personnel. Still, little structured graduate training has been developed in the crucial developmental skills areas.

In 1972-73, HEOP-SED attempted another form of training for the staff - the in-service workshop. These workshops consisted of smaller topic seminars focusing on specific techniques and methods, and the development of materials for use with disadvantaged students. Often these in-service workshops were conducted on a regional or consortium basis with institutions possessing similar staff positions participating.

Outside consultants were brought in, and program students took part in the training sessions occasionally.

Often new positions are developed by a HEOP staff based on the needs of its students. Training for these "self-developed" staff positions is often handled within the staff or within the institution. Thus, a new cast of program trained, non-degree professionals has developed.

The major problem vis-a-vis these forms of in-service training, as well as in structured graduate programs, is the lack of available funds. Within present legislation there is no provision to permit staff to attend regional workshops, for travel for staff to training sessions, or for consultants to prepare and run training sessions. Also, private institutions, with limited funds, tend to put their contributions into direct student financial aid, rather than staff upgrading activities.

HEOP Professional Organization

Prior to 1972-73 HEOP-Central had only two professionals offering direct service and support to the proliferating field programs. The newness of the programs and their potential impact on campus patterns demanded a quick sharing of knowledge as techniques were developed, in what was a nascent field among working professionals. Additionally, many Program Directors felt a need for more direct inputs to HEOP-Central and the legislative process, especially in terms of student-generated advocacy.

As a result, a formalized HEOP Professional Organization developed within 1972-73 to which more than half of the funded HEOP institutions now belong. The organization contains elected administrative officers and an elected regional representative policy group. Together these two bodies make up the formal governing structure of the organization.

The organization worked in conjunction with SED in sponsoring a statewide conference (June, 1973) on financial aid. Presently HEOPPO(as it is known) is assisting SED in studying statewide HEOP guidelines and consortia structure and funding. Their support of recommendations in these areas will greatly aid their acceptance by all. Another jointly sponsored statewide conference is planned for December, 1973.

One of the most significant outgrowths of the development of HEOPPO is the mutual recognition and understanding by the professionals in the field and the professionals in SED of each other's problems. If the establishment of a professional organization signals the maturing of a new group of professionals, then HEOP is in the process of fulfilling an important dimension.

Research and Evaluation

This year, for the first time, HEOP/SED asked programs to submit, as a part of the institutional 1972-73 final report, the results of any self-evaluation which had been undertaken. This

request had two primary goals: the desire to impel HEOP programs to turn a critical eye inward in order to appraise their own direction and vitality, with the ultimate purpose being healthy programs in order to enhance student success (graduation); the other was the desire to examine and analyze common problems, growth, changes, methodology, etc., in order to disseminate this information to the field.

Of the sixty HEOP programs funded during 1972-73, 34 programs responded. Twenty-six programs did not respond at all; and, of the 34 responses, 24 submitted just brief statements. Out of 60 programs, seven submitted material of real significance; three other colleges indicated that major evaluation efforts were underway and promised to submit this material to HEOP/SED by fall '73. Of the seven programs making substantial research attempts, one, Dowling College, submitted information which provided a comprehensive analysis of their program; data were gleaned from both student survey and staff analysis. Fordham University submitted two evaluations, one of their summer program and the other a student survey of the total program, undertaken by their Advisory Committee.

Three institutions, New York University, Marymount College - Tarrytown, and Manhattanville College undertook sizable, in-depth student evaluations of their programs, while Syracuse University submitted an extensive survey of their HEOP students' academic performance. The Community Leadership Consortium (Westchester)

submitted the results of post-testing relative to their developmental reading program.

As a result of these various evaluation efforts, some findings can be reported:

Tutoring: Most students found tutoring to be quite effective and helpful; it remains questionable whether tutoring should be mandatory, or should be provided on a voluntary basis. Almost all programs have found that tutoring should be arranged on a carefully structured basis, with maximum effort applied to the selection and training of student tutors, with student and tutor responsibilities clearly spelled out.

Counseling: Students are generally pleased with the quality of their academic and personal counseling. There has been a lack of significant help in the important area of career guidance and career orientation. In the area of termination counseling, very little has been done by most institutions.

Developmental Courses: Developmental courses have been found valuable to the student in the following areas: English, reading, mathematics, language arts and communications, and study skills. There appears to be a correlation between low grade point averages and high rates of incomplete courses; incompletes and withdrawals, at some institutions, have been fairly easy for students to arrange, and may have had a significant effect on their overall academic performance.

It should be noted that the following commentary, extracted from the materials submitted by the various colleges is not necessarily reflective of the total scope of potential findings; these categories generated only limited response.

Recruitment: The main thrust of the recruitment effort seems to have been provided by the Project Director and/or his staff.

Summer Programs: The majority of responses indicate overwhelming affirmation of these efforts based on impact on student progress.

Admissions: No good correlation has been established showing a predictive value for most standard tests of cognition, e.g., the SAT. Personality inventory instruments appear promising, however, as a future direction to explore. The best results still come from personal interviews conducted by certain experienced interviewers. The variables contributing to these individuals' success rates have not yet been isolated.

Orientation: Student reaction to orientation sessions has been mixed, according to summaries of replies to student questionnaires. One problem identified concerns the commuter student, and his feeling of non-involvement in the academic and social affairs of the institution. Many students point to the lack of socially relevant activities on the individual campuses. Most orientation sessions have not adequately addressed themselves to this significant aspect of student life.

Director of the Program: Most students view the Director as a troubleshooter whose primary involvement with the students is in the academic area; second, in clearing up institutional administrative and staff problems; and third, in dealing with student financial concerns.

The Future: HEOP Central ha. reorganized to increase its research and evaluation capabilities. Future reports will reflect more sophisticated data collection techniques, resulting in the publishing of information of a more generalizable nature.

STUDENT AND PROGRAM FINANCING

Student Financial Aid

One of the most critical factors in the HEOP effort is providing adequate financial aid to students. Although a few HEOP studentshave funds available from various social programs, the typical HEOP student is in need of funds to cover all of the costs of education. The direct costs for which students must be provided financial aid are rising rapidly.

Table 13 shows the student budgets used by financial aid officers in awarding funds to HEOP students during the 1972-73 academic year. During 1971-72 the college-going costs reported for resident students averaged $4,100. During the past year, the total costs for resident students have risen to over $4,500. The costs reported for commuter students have risen from $3,300 to over $3,400. It is interesting to note that the average tuition rates shown for resident students are higher than the rates shown for commuter students. The institutions that enroll large numbers or resident students tend to be the higher cost institutions.

The college-going costs for HEOP students are met through a wide variety of sources. Campus financial aid officers make individual analyses of financial need, and provide a "package" of aid to the student from federal, state, and institutional funds in the form of grants, loans, and work. Table 14 shows the major sources of aid used to finance HEOP students during 1972-73.

HEOP students benefited mostly from State funded programs, which comprised almost 32% of students' financial aid sources. In fact, 93% of these funds were in grants, with only 7% in loans. In contrast to this, NDSL made up about 37% of the federally funded student aid, which only covered 18.15% of the college-going costs.

Table 13

STUDENT NEEDS[1] AND HEOP MAXIMUM PAYMENTS
1972-73

ITEM	A M O U N T S		
	Resident Student	Commuter Student	Maximum HEOP Payment[2]
Tuition	$2,385	$2,004	Up to 33 1/3%
Fees	82	128	but not to exceed $500
Books & Supplies	161	132	$50/Term $25/Summer
Room/Maintenance	689	375	$600 Resident and
Board/Lunches	721	211	$400 Commuter
Clothing, Personal, Recreation	397	387	$250
Other	111	211	Varies with Student
TOTAL	$4,546	$3,448	

[1] As identified by Financial Aids Officer.
[2] Maximum allowable amounts defined by Regents and HEOP Guidelines, as of Fall, 1973

TABLE 14
TOTAL COSTS AND TOTAL SOURCES

HEOP 1972-1973

Source	Contribution	Percent of Total
Federal	$3,223,071	14.04
State	8,595,157	37.43
Institutional	6,691,353	29.14
Other-Student	4,454,055	19.40
Total	$22,963,636	100.00%

A: PROGRAM COSTS, HEOP 1972-73

Source	Contribution	Percent of Total
State (HEOP)	$2,928,555	56.30%
Institutions	2,272,957	43.70%
Total	$5,201,512[1]	100.00%

(1). This is 22.65% of the total sources of $22,963,636

B: STUDENT COSTS, HEOP 1972-73[1]

Source		Contribution	Percent of Total
Federal			
EOG	$1,635,880		
NDSL	1,197,313	$3,223,071	18.15%
CWSP	389,878		
State			
HEOP	$3,845,545[2]		
SI	1,398,743[3]	$5,666,602	31.90%
NYHEAC	422,314		
Institutional			
Grants & Waivers	4,303,129		
Loans	63,971	$4,418,396	24.87%
Work	51,296		
Other Student			
Other Grants	$ 455,793	$4,454,055	25.08%
Student	3,998,262[4]		
Total	3,998,262	17,762,124[5]	100.00%

1. Student Budget of $4,228 based on 17 institution sample of Table 15
2. Prior to penalties.
3. Includes all listed under "other loan;" may include other sources.
4. Student and family, other grants, off-campus employment, and unmet needs.
5. This is 77.35% of the total resources of $22,963,636

Like the State, the institutions aided HEOP students primarily through grants. Overall, the institutions met about 25% of the student costs. This left HEOP students with 25% of their needs unmet. To cover these remaining costs, HEOP students engendered a large amount of capital from sources outside the campus.

Table 15 shows that a large portion of Educational Opportunity Grants were given to HEOP students, as these funds are targeted towards students from very low-income backgrounds. Further illustrating this need is the fact that the Scholar Incentive Awards received by HEOP students tended to be somewhat higher than the average (refer to Appendix B).

The tables in Appendix B also indicate the extent of the commitment that participating institutions made toward HEOP students. Approximately half of the participating institutions awarded grants of over $1,000 to their HEOP students. Almost 20% of the institutions awarded average grants of over $2,000 and two institutions awarded average grants over $3,000.

Table 15 is another indicator of the commitment that institutions must make toward the program. The table shows the proportion of the funds from federal campus-based programs, and institutional grants and waivers that are awarded to HEOP students. On an average, HEOP institutions awarded 40% of their available Educational Opportunity Grant funds to HEOP students. The section

on institutional grants and waivers also shows that HEOP students, although a relatively small proportion of the enrollment at the participating institution, absorb a rather large proportion of the total aid available to students. Table 15 summarizes the financial situation of HEOP students at a sample of institutions. HEOP students at these campuses showed an average financial need of $4,228. Grants from all sources covered an average of close to $2,800, or 65% of the total need of these students. Students borrowed an average of close to $400 from all sources. As many institutions attempt to avoid giving loans to freshmen, the average loan to upper classmen would tend to be higher than the average shown here. Also, HEOP students financed an average of $105 of their costs by working during the academic year.

Even with the substantial share of student aid awarded to HEOP students, the total fell short of the average costs by more than $950. A portion of this gap may have been covered by the student working during the summer, and during the academic year outside the normal campus setting. Such extra work, while in these cases probably unavoidable, is not in the best interest of HEOP students. These students carry academic deficiencies as well as economic disadvantage. Any time they have, especially in the first two years, should be held free for academic work.

TABLE 15

PROPORTION OF AID AWARDED TO HEOP STUDENTS
AT PARTICIPATING INSTITUTIONS

Source	Total Award	Awards to HEOP	Percent to HEOP
EOG	$ 3,713,929	$1,635,880	44.05%
NDSL	13,970,151	1,197,313	8.57%
CWSP	2,995,534	3,89,878	13.02%
Institutional Grants and Waivers	32,376,247	4,303,129	13.29%
Total	$53,055,861	$7,526,200	14.19%

SUMMARY OF FINANCIAL AID FOR HEOP STUDENTS
(17 Institution Sample)

Source	Average Grant	Percent of Need
Grants	$2,771	65.53%
Loans	401	9.48%
Work	105	2.48
Non-Aided Portion	951	22.51
Average Need	$4,228	100%

Institutional Grants and Expenditures

The 62 institutions participating in HEOP in 1972-73 were awarded a total of $6,774,100 from the Higher Education Opportunity Program, for an average of approximately $1,300 per student as shown on Tables 16 and 18.

As shown on Table 17, Distribution of Approved HEOP Expenditures, grants were divided among various categories of student financial assistance and supportive program costs, with the largest categories being maintenance - room and board - (27%), academic personnel (20%) and regular tuition (20%).

Table 17 shows the percent distribution for each category.

Program auditing and monitoring of enrollments by HEOP - Central recovered more than $670,000 from funded programs, largely due to the inability of certain campuses to meet projected enrollments, through lack of sufficient outside resources to support the students and the academic program.

Table 16
APPROVED EXPENDITURES 1972-73

	Dollars	Percent
Approved Expenditures[1]	$6,101,005	89%
Underenrollment Penalties	323,485	5
Under-expenditures	349,610	5
Total HEOP Awards	6,774,100	99%
Unallocated	75,900	1
Total Appropriation	6,850,000	100%

[1] See Table 17 for breakdown

Table 17

DISTRIBUTION OF APPROVED
HEOP EXPENDITURES, 1972-73

CATEGORY	ACADEMIC YEAR EXPENDITURES	
	AMOUNT	PERCENT
Academic and Professional Personnel	$1,416,043.26	23.21
Employee Benefits	132,391.81	2.17
Student Assistants	294,678.54	4.83
Consumables	1,830.30	0.03
Travel	18,913.12	0.31
Contractual Services	22,573.72	0.37
Regular Tuition	1,193,966.68	19.57
Remedial Developmental Tuition	534,448.4	8.76
Maintenance	1,643,610.75	26.94
Books	298,339.14	4.89
SUBTOTAL	5,556,795.36	91.09
Summer Expenditure	544,209.64	8.91
TOTAL	$6,101,005.00	100.00

Institutional Contribution Patterns

For the second consecutive year, participating institutions in the Higher Education Opportunity Program have reported their in-kind and dollar expenditures compared to State appropriated funds.

Although this was a period of serious financial distress, the private institutions exceeded the 15% matching funds requirement. However, the institutional expenditure of $1,282 per student was less than the HEOP State allocation of $1,298.

Table 18
TOTAL HEOP CONTRIBUTION AS COMPARED TO
TOTAL INSTITUTIONAL CONTRIBUTION, 1972-73

HEOP	Institutional	Difference	Percent Difference
$6,774,100[1] 1,298/student	$6,691,353[1] 1,282/student	$82,747	1.2%

[1] Includes all institutions for these years.

A close examination of the expenditures committed by institutions, as reported in Table 19 suggests potential problems for the immediate future. For instance, the total percentage increase of institutional expenditures for 1972-73 over 1971-72[1] is only 0.46%. This infinitesimal increase is generated solely because there was an increase in students across the program (192 or 3.39). The average institutional dollar per student decreased by $45, or -3.34%.

Table 19

PERCENT CHANGE IN TOTAL INSTITUTIONAL RESOURCES COMMITTED TO HEOP
(1971-72 as compared to 1972-73)

Year[1]	Total Allocation	Average Dollars per Student	Number of Students
1971-72	$6,537,126	$1,339	4,883
1972-73	6,566,924	1,294	5,075
Percent Change	0.46%	-3.34%	3.39%

This point is further emphasized in light of the absence of concern on the parts of college administrations regarding State mandated reductions in their original opportunity enrollment figures for 1973-74, since concrete data concerning new federal grant programs were unavailable, and their own financial resources were in a state of decline.

For the first time since the inception of the Higher Education Opportunity Program, a substantial number of colleges reported a reduction in matching funds from the level of the previous year. Twenty institutions contributed $957,488 less in 1972-73 than in 1971-72.

[1] Represents 56 institutions which had programs in both 1971-72 and 1972-73.

Table 20

CHANGE IN INSTITUTIONAL RESOURCE COMMITMENT

1972-1973		1971-1972 Allocation	1972-1973 Allocation	Change	Percent Change
Number of Institutions Increasing Funds	36	$2,808,620	3,795,826	987,206	35.15%
Number of Institutions Decreasing Funds	20	3,728,586	2,771,098	-957,488	- 25.68%
Totals	56	$6,537,126	$6,566,924	$29,718	0.46%

As a group, private colleges and universities in New York City participating in HEOP reflected the highest amount of institutional cutback in 1972-73. Matching funds decreased by $588,536, mainly through under-enrollment, reflecting the increasing difficulties private colleges operating in major urban areas are encountering.

In the crucial area of student financial aid, the institutions contributed 15% more than HEOP. This aid included loans and work, as well as grants; this latter category often includes a certain amount of remitted tuition charges. Even with this contribution however, institutions met less than 25% of total student needs.

Table 21

INSTITUTIONAL AND HEOP FINANCIAL AID CONTRIBUTIONS

Source	Total Financial Aid	Average Grant Per Student
HEOP	$3,845,545	$737
Institutions	4,418,396	846

Some Implications of This Report

This section contains some inferences that may be drawn from findings contained in this report.

Enrollment Data

In 1972-73, 53% of the enrolled students were female, with black females participating at a rate of 7% more than males.

There has also been an appreciable rise in the percentage of students admitted with no high school diploma, or with the G.E.D., attesting to the willingness of institutions to use other than normal admissions criteria; it also speaks well for the increase in institutional confidence, in terms of their own ability to deal with the educational problems of the disadvantaged population.

The ethnic makeup of the HEOP population on any given campus is generally reflective of the ethnic representation in the region in which the College is located; there are, however, some examples which signify that special efforts have been undertaken.

A number of schools, e.g. Mater Dei, Harriman, Syracuse, have been particularly successful in attracting Native Americans, while Fordham has been notably aggressive in recruiting students from the Spanish-speaking community.

More than half the program students are over the age of 21; fully 25% in fact, have reached at least their 25th year. The inference to be drawn here is that HEOP has not only been a vehicle for the recent high school graduate, but has made significant inroads in the provision of educational opportunity to individuals for whom this may be a second, or last chance. The techniques, methodologies and curricular patterns which have been developed, tested and proven successful with HEOP students, should provide elements for serious consideration by those involved in the field of Post-Secondary Continuing Education - as well, as, of course, by those responsible for "traditional" higher education.

Academic Progress

Approximately 20% of the HEOP student body is lost each year, for a variety of reasons indicated earlier. It is interesting to note that, of that total, only 20% leave as a result of academic dismissal. The majority of those leaving for other than academic reasons can be traced to financial considerations. In this regard, the data reveal a gap of $950 that must be provided by the student (after loans, work and financial aid have been accounted for). Put another way, a HEOP student has a yearly obligation (including loans) of approximately $1,350. This is especially disheartening when put in the context of admissions criteria which require the student to be economically disadvantaged in order to be eligible for the program.

To date, almost 1,000 students have graduated through the programs. This number will increase significantly now that, after four years of existence, senior classes have been and will continue to be filled. A tenth of all program enrollees are expected to graduate each year, an estimate which would increase markedly if large amounts of additional funds were to be appropriated by the legislature.

It has also been found that summer programs, for which approximately 10% of HEOP funds are expended, have made a significant contribution to the success ratio of program students. This attests to the contention that "bridge" or "vestibule" experiences can be productive in ameliorating the deficiencies in academic preparation held by most opportunity students.

In Summation...First, perusal of the data indicate that the program has reached a plateau, based on the level of state funding made available to cooperating institutions. The ultimate effect of this leveling off is that students from disadvantaged economic backgrounds will be increasingly denied freedom of choice - their opportunities may narrow to the point that the public sector will be the only available port of entry. Obviously, HEOP was founded to insure that <u>all</u> students would have access to <u>all</u> institutions of higher learning; this diversity of opportunity will be materially affected if the trend continues. Also, to be considered is the fact that 41% of the minority students on private college campuses[1]

are there as a direct result of HEOP - diminution in the number of HEOP students will, obviously, effect the total number of minority students on such campuses. The backward step this would represent, in terms of the private colleges' own desire to increase the diversity of their student body, would be most unfortunate.

In 1972-73, the private institutions contributed $6,691,353 of their own resources to their opportunity programs. This amount did not quite match the State's HEOP allocation of $6,774,100. This reversed the pattern of the prior year when the institutional contribution exceeded the State's allocation by approximately one million dollars.

As compared to 1971-72, HEOP institutions increased their total commitment by only 0.46% while the State's share grew by more than 20%. In fact, 20 institutions decreased by more than 25%.

In terms of the societal benefits to be derived as a result of the implementation of the enabling legislation, it is worthwhile to point out that 16% of the students enrolled in 1972-73 were receiving welfare or social security payments - clearly, the breaking of the dependency cycle through higher education will inure to the benefit of the state by generating more productive citizens - the cost benefits that result from this process of human renewal are equally significant.

I With HEOP Programs

If, then, most private institutions have reached what might be termed the saturation point with respect to the allocation of their own resources to opportunity programs; and, if it may be assumed that these programs are educationally sound and societally beneficial - then a renewed, intensified, and massive commitment of resources would appear to be the order of the day. To do less is to embark on the dismantling of one of the most encouraging and effective enterprises in behalf of economically and educationally by-passed people ever developed.

APPENDICES

APPENDIX A

PROGRAM DEVELOPMENT AND ADMINISTRATION

Procedures: In the private sector colleges and universities, opportunity programs are run through individual contracts with the State Education Department. Proposals submitted in early spring are reviewed by panels of evaluators which include field program personnel, discussed with project personnel when necessary, modified and, when approved, become the basis for funding. Even though program personnel of the campuses are hired by, and report to, campus officers, the contractual arrangement provides for a somewhat higher level of accountability to a central office than public sector institutions. In SUNY, programs are funded partly out of a Central Office which issues general program guidelines, but accountability, enforcement, and policy lie under the aegis of the campus president. At CUNY, State funds for SEEK are channeled through a central office, and again certain general program guidelines and coordinating mechanisms reside in this office, but real authority for the programs lies in the hands of Directors, who are Department Chairmen, at the constituent campuses, and their Presidents.

College Discovery - programs at the community colleges in the City of New York are funded through the SUNY EOP office, through a broad contract with CUNY, and administered through CUNY - SEEK.

Reorganization: The SED-HEOP office is responsible both for the administration of private sector programs and for general evaluation and accountability activities involving all three sectors. In past years, allocation of available central office manpower had two professionals handling so-called "developmental" work in the field, and another in-house officer handling contracts, compliance and funding; while five full-time professionals sought to fulfill the evaluation responsibility primarily through on-site visitations at campuses in the three sectors.

A reorganization of available staff was effected in the winter of 1972-73 on a trial basis, in part based on feedback from field personnel that the programs were severely in need of attention. In the new field of providing supportive services to disadvantaged students and with the intricacies of mounting and running major new funded programs, campus directors needed and deserved more support than was then available. Hence staff were reallocated, with six professionals assigned full-time to "liaison" positions to work directly with funded campuses, while an appropriate job upgrading was sought to recognize the level of skills and sophistication the positions demanded.

At the same time, the accountability and evaluation mode was changed to a centralized data collection and analysis system. The key to this system was the working out and adoption by all three sectors of unified formats for their annual plans and reports.

The first results of the new system will be contained in the commentary on SUNY-CUNY Final Reports, to be forwarded later this Fall by SED. This effort was coupled with a thrust to encourage local campuses mounting such programs to engage continuously in their own internal self-evaluation efforts, the results of which, when appropriate, might be disseminated throughout the programs. Finally, statistical manpower to handle the new data flow has been requested by SED for the 1974-75 fiscal year.

The complete reorganization package has been adopted by SED and in place, as much as practicable, on a trial basis for enough time to begin to prove its worth. Final approval by other appropriate agencies, along with expected permanentization through competitive examination of personnel in the HEOP central office, will go a long way toward helping all of the programs provide better services to the population they serve and providing the public and the state the accountability they deserve.

Appendix B-1

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 to SPRING 1973

INSTITUTIONS	TERM OF ENTRY								TOTAL ENTERING
	Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	
Bard			20		15	1	11		47
Canisius	5		49	12	48	8	33	9	164
Coll. of Human Services	18		9	9	71	105	100	40	343
Coll. of Mt.St.Vincent	10		15		10		25		60
Coll. of New Rochelle			28	2	21	5	20	7	83
College of St.Rose			10		15		15	6	46
Colgate	4		11		15		15		45
Barnard College			10		12		17		39
Columbia College	10		16		31		24		81
School of Gen. Studies					61	1	26	10	98
Cornell		*	*			*		*	110
C. W. Post			49	6	36	19	25	32	167
Dowling			59		27	3	33	9	131
Elizabeth Seton							10	1	11
Elmira			10		13		13		36
Fordham	102	18	268	12	201	1	84	5	691
Hamilton-Kirkland	16		20		17		17		70
Harriman							20	1	21
Hobart-Wm.Smith			27		11		12	3	53

*Information regarding Cornell University unavailable.

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 to SPRING 1973

INSTITUTIONS	TERM OF ENTRY								TOTAL ENTERING
	Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	
Hofstra	68	4	39	1	18		31	3	164
Iona			24	4	28	4	21	6	87
Ithaca	44		44		33		19		140
Jr. Coll. of Albany							30	10	40
Keuka	16		20		10				46
LeMoyne College	8		7		13	1	14	3	46
LIU-Brooklyn Ctr.			50	5	121	17	69	20	282
Malcolm-King	193	118	259	200	281	288	285	286	1910
Manhattan College	20		28		35	32	3		118
Manhattanville Coll.	20		18		24		2		64
Marist	29		38	9	36.5	8	37	7	164.5
Marist-Green Haven								45	45
Marymount Manhattan	58		22	3	23	2	24	4	136
Marymount-Tarrytown	14		15	20			17	5	71
Mater Dei College			16	3	27	7	30	36	119
Mercy College	13		17		17	2	25	6	80
Mount St. Mary	15		10		10	4	12	3	54
Nazareth College	10		14	1				6	31
N.Y.Inst. of Tech. (Old W.) F.T.					23	10	44	25	102

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 TO SPRING 1973

INSTITUTIONS	TERM OF ENTRY								TOTAL ENTERING
	Fall 1969	Spring 1970	Fall 1970	Spring 1971	Fall 1971	Spring 1972	Fall 1972	Spring 1973	
N.Y.Inst. of Tech. (Old W.) P.T.							71	162	233
N.Y.Inst. of Tech.(Manhat.)							18	17	35
New York University	419	25	249	12	190	13	131	12	1051
Niagara			13		10	4	23	5	55
Pace - NYC			30	1	28	10	29	6	104
Pace - Westchester							16		16
Poly. Inst. of Bklyn		19							19
Pratt Institute			35		45		37		117
Rensselaer Poly. Inst.	5		13		10		11		39
Rochester Inst. of Tech.			25		26	3	35	7	96
Rosary Hill College			5		17	2	25	7	56
Russell Sage College					11		11		22
St. John Fisher	12	1	19		18	2	17	3	72
St. John's University			23	9	28	6	37	11	114
St. Lawrence			8		10				18
Siena			13		12		10	3	38
Skidmore	20		14		14		11		59
Syracuse University	24		34	2	24	6	38	2	130
Union College	21		9				8		38

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 to SPRING 1973

	TERM OF ENTRY								TOTA
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	ENTE
INSTITUTIONS	1969	1970	1970	1971	1971	1972	1972	1973	ING
Univ. College of Syracuse	119	33	100	58	130	143	208	19	810
University of Rochester	72		58	1	66	2	25		224
Utica College of Syracuse	26	4	44	5	35	9	32	16	171
Vassar College	7	1	13		1		17		39
Wagner College	13		26		29	2	38	1	109
Totals	1,411	223	1,953	366	2,007.5	720	2,011	859	9,660

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 TO SPRING 1973

INSTITUTIONS	GRADUATES	TRANSFERS	WITHDRAWALS	TOTAL LEAVING	CURRENT ENROLLMENT SPRING, 1973
Bard	1	1	11	13	34
Canisius	3	5	47	55	109
Coll. of Human Services	153	0	45	193	145
Coll. of Mt. St. Vincent	10	0	0	10	50
Coll. of New Rochelle	13	6	5	24	59
Coll. of St. Rose	3	0	13	16	30
Colgate	1	1	7	9	36
Barnard College	0	0	5	5	34
Columbia College	6	5	1	12	69
Sch. of General Studies			28	28	70
Cornell	6		3	9	101
C.W. Post	7	6	54	67	100
Dowling	4	7	33	44	87
Elizabeth	0	0	1	1	10
Elmira	6	2	1	9	27
Fordham	95	57	95	247	444
Hamilton-Kirkland	4	20	7	31	39
Harriman	0	0	1	1	20
Hobart-Wm.Smith	0	3	15	18	35

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 TO SPRING 1973

INSTITUTIONS	GRADUATES	TRANSFERS	WITHDRAWALS	TOTAL LEAVING	CURRENT ENROLLMENT SPRING, 1973
Hofstra	67		6	73	91
Iona	3	1	33	37	50
Ithaca	24	10	32	66	74
Jr. Coll. of Albany	0	0	5	5	35
Keuka	5	1	16	22	24
LeMoyne College	5		8	13	33
LIU-Brooklyn Ctr.	0	3	80	83	199
Malcolm-King	10	133	1,011	1,154	756
Manhattan College	7	11	22	40	78
Manhattanville College	18		1	19	45
Marist	15	8.5	49	72.5	92
Marist-Green Haven	0	0	0	0	45
Marymount Manhattan	28	0	28	56	80
Marymount-Tarrytown	6	4	9	19	52
Mater Dei College	11	3	22	36	83
Mercy College	6	2	22	30	50
Mt. St. Mary College	5	1	16	22	32
Nazareth College	8	1	11	20	11
N.Y. Inst. of Tech. (Old W.) F.T.	1	3	27	31	71
N.Y. Inst. of Tech. (Old W.) P.T.	0	7	26	33	200

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 TO SPRING 1973

INSTITUTIONS	GRADUATES	TRANSFERS	WITHDRAWALS	TOTAL LEAVING	CURRENT ENROLLMENT SPRING, 1973
N.Y. Inst. of Tech. (Manhattan)	0	1	5	6	29
New York University	286	102	195	583	468
Niagara	0	4	12	16	39
Pace - NYC	2	3	24	29	75
Pace - Westchester	0		2	2	14
Poly.Inst.of Bklyn	0	4	7	11	8
Pratt Institute	0	0	33	33	84
Rensselaer Poly. Inst.	3	2	4	9	30
Rochester Inst. of Technology	5	7	11	23	73
Rosary Hill College	0	2	6	8	48
Russell Sage College	0	1	5	6	16
St. John Fisher	2	0	27	29	43
St. John's University	2	10	29	41	73
St. Lawrence	0	0	3	3	15
Siena	1	1	14	16	22
Skidmore	10	1	16	27	32
Syracuse University	6	18	24	48	82
Union College	4	4	4	12	26
University College of Syracuse	4	35	525	564	246

HISTORY OF HEOP ENROLLMENT FROM FALL 1969 TO SPRING 1973

INSTITUTIONS	GRADUATES	TRANSFERS	WITHDRAWALS	TOTAL LEAVING	CURRENT ENROLLMENT SPRING, 1973
University of Rochester	26	9	103	138	86
Utica College of Syracuse Univ.	16	7	48	71	100
Vassar College	7		1	8	31
Wagner College	3	20	18	41	68
TOTAL	908	532	2,912	4,352	5,308

HEOP Students by Gross Family Income, 1972-73

by Institution

Institution	$0-4,000	4,001 6,000	6,001-8,000	8,001-10,000	10,001-12,000	12,001-14,000	over 14,000	
Bard	3	2	2	2	1			
Canisius	21	7	5	0	2			
College for Human Services	130	25	16	2				
College of Mt. St. Vincent	19	17	7	5	0	1	2	
College of New Rochelle	10	7	4	3				
College of St. Rose	12	3						
Colgate	3	9						
Columbia: Barnard	4	7	6					
Columbia: College	2	11	8	3				
Columbia: School of General Studies	52	16	3					
Cornell	29	19	14	13				
C.W. Post	33	18	5					
Dowling	18	23	1					
Elizabeth Seton	5	6						
Elmira	6	3	1	0	0	1		
Fordham	42	28	17					
Hamilton and Kirkland Colleges	6	2	2	5	1	0	1	
Harriman	14	3	4					
Hobart and Wm. Smith	4	4	3					
Hofstra	11	17	3					
Iona	15	5	3	2	1			

Institution	$0-4,000	4,001-6,000	6,001-8,000	8,001-10,000	10,001-12,000	12,001-14,000	over 14,000	
Ithaca	3	10	0	2				
Junior College of Albany	25	9	4	2				
Keuka	12	5	2	3	2			
LeMoyne	9	4						
Long Island University	78	17	4					
Malcolm-King: Harlem Extension	n.a.							
Manhattan College	13	4	12	3	1			
Manhattanville College	7	1	2	1				
Marist	29	6	8	3				
Marist: Green Haven Correctional Facility	n.a.							
Marymount College	11	6	3	1	1			
Mater Dei College	26	10	15	12	2			
Mercy College	20	5	15	4	1			
Mt. St. Mary	9	1	5					
Nazareth	3	0	3					
New York Institute of Technology, O.W.	171	64	43	4	2	0	3	
New York Institute of Technology, N.Y.	19	3	10	1	2			
New York University	73	21	39	10				
Niagara	15	3	6	1				
Pace of New York	8	12	10	3				
Pace of Westchester	8	3	3					
Marist	29	6	8	3				
Marymount, Manhattan	22	3	2					

Institution	$0-4,000	4,001-6,000	6,001-8,000	8,001-10,000	10,001-12,000	12,001-14,000	over 14,000	
Polytechnic Institute of Brooklyn	n.a.							
Pratt Institute of Technology	19	6	6	3				
Rensselaer Polytechnic Institute	2	0	5	4				
Rochester Institute of Technology	20	4	5	2	2			
Rosary Hill College	21	3	4	1				
Russell Sage College	2	3	2	1				
St. John Fisher	9	3	4	3				
St. John's University	14	4	9	5	2			
St. Lawrence	n.a.							
Siena College	3	4	1					
Skidmore College	7	3	1					
Syracuse University	9	18	6	2				
Union College	4	1	0	1				
University College of Syracuse	80	21	8	7	6			
University of Rochester		6	6	6	3			
Utica College of Syracuse University	16	7	5	1				
Vassar College	2	5	3					
Wagner College	14	9	10	6				
TOTAL	1,251	522	373	128	29	6		

APPENDIX B-3

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	EOG			NDSL			CUSP		
	Amount	No. Sts	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Bard	$ 21,580	22	$ 980	$ 17,828	26	$ 686	$ 2,983	17	$ 175
Canisius	60,375	83	727	22,100	49	451	15,632	21	744
College of Mt. St. Vincent	17,360	26	668	7,630	9	848	2,719	7	388
College of New Rochelle	21,150	35	604	14,900	29	514	2,328	9	259
College of St. Rose	20,488	30	683	4,020	12	335	0	0	0
Colgate	15,000	15	1,000	18,800	29	648	7,720	21	368
Columbia: Barnard	27,450	33	832	5,100	7	729	4,974	8	622
Columbia College	39,800	58	686	7,050	11	641	21,082	35	602
Columbia: General Studies	70,000	70	1,000	53,7[illegible]	57	944	7,928	14	566
Cornell	13,150	14	939	8,750	16	547	15,100	34	444
C.W. Post	34,000	37	919	12,868	12	1,072	5,000	37	135
Dowling	19,194	50	384	21,775	79	276	23,293	54	431
Elizabeth Seton	211	1	211	4,750	12	396	320	12	29

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	EOG			NDSL			CWSP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Elmira	$ 15,630	16	$ 977	$ 300	1	$ 300	$ 2,300	7	$ 329
Fordham	132,650	188	706	101,150	181	559	10,850	18	603
Hamilton & Kirkland	17,371	20	869	17,800	33	539	5,956	14	425
Harriman	6,000	20	300	0	0	0	1,958	20	98
Hobart & Wm. Smith	10,650	11	968	27,200	34	800	1,800	3	600
Hofstra	35,225	38	927	26,850	41	655	18,104	?	?
Iona	31,900	41	778	9,600	20	320	6,206	16	388
Ithaca	6,500	18	361	26,775	39	687	1,095	5	219
Junior College of Albany				9,100	40	288	9,960	40	249
Keuka	15,400	17	906	7,650	12	638	5,940	23	258
LeMoyne	28,025	26	1,078	10,075	24	420	4,284	6	714
L.I.U.	69,435	73	951	40,635	54	753	9,265	12	772
Manhattan	24,275	28	867	2,400	3	800	0	0	0
Manhattanville	36,000	45	800	25,000	50	500	15,000	50	300
Marist	33,100	45	736	41,900	58	722	22,348	45	497

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	EOG			NDSL			CWSP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Marymount Manhattan	$ 49,583	69	$ 719	$ 18,625	28	$ 665	$ 17,200	30	$ 573
Marymount	45,500	48	948	50,925	47	1,084	6,648	37	175
Mater Dei	1,650	6	275	0	0	0	4,847	16	303
Mercy	6,063	8	758	4,575	8	572	2,505	6	418
Mt. St. Mary	26,502	28	947	7,735	18	430	14,729	28	526
Nazareth	4,302	7	615	2,100	7	300	385	5	77
N.Y.I.T.	27,650	49	564	22,500	45	500	5,191	14	371
N.Y.I.T. (New York)	3,500	9	389	5,300	10	530	1,170	3	390
N.Y.U.	110,413	?	?	150,915	?	?	9,750	?	?
Niagara	24,450	32	764	13,600	30	453	1,400	2	700
Pace of N.Y.	68,550	79	867	35,050	77	455	0	0	0
Pace	11,750	14	839	6,000	14	429	0	0	0
P.I.B.	2,341	5	468	0	0	0	1,786	4	447
Pratt	55,907	59	948	59,075	85	695	8,909	17	524
R.P.I.	15,950	18	886	23,125	30	771	0	0	0
R.I.T.	19,676	23	855	22,132	32	692	3,500	5	700

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	EOG Amount	EOG No. Sts.	EOG Avg. Award	NDSL Amount	NDSL No. Sts.	NDSL Avg. Award	CWSP Amount	CWSP No. Sts.	CWSP Avg. Award
Rosary Hill	$ 23,185	46	$ 504	$ 7,925	34	$ 233	$ 4,150	16	$ 259
Russell Sage	3,000	3	1,000	7,400	12	617	2,333	8	292
St. John Fisher	7,450	14	532	200	2	100	1,402	5	280
St. John's	25,250	84	301	21,800	83	263	9,883	15	659
St. Lawrence	6,000	7	857	9,200	12	767	480	1	480
Siena	16,250	23	707	9,600	22	436	4,262	7	609
Skidmore	17,000	17	1,000	24,500	36	681	9,595	22	436
Syracuse U.	66,400	69	962	13,800	63	219	2,192	5	438
Union	25,000	25	1,000	10,000	14	714	4,000	10	400
University College of Syracuse	0	0	0	0	0	0	0	0	0
University of Rochester	47,640	54	882	39,792	78	510	2,870	7	410
Utica	51,676	62	833	43,300	96	451	26,938	58	464
Vassar	15,253	17	897	8,335	16	521	1,875	8	234
Wagner	35,800	38	942	34,000	52	654	17,733	52	776
TOTAL	$1,635,880	1973	$829	$1,197,313	1889	$634	$389,878	909	429
Percent of Institutions Awarding		98%			93%			88%	

* Includes 38 students in a special nursing program for which $35,800 in EOG was issued.

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

	Institutional Grants and Waivers			Institutional Loans			Institutional Jobs		
Institution	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Bard	$ 97,937	42	$2,332	$ 0	0	$ 0	$ 0	0	$ 0
Canisius	7,850	44	178						
College of Mt. St. Vincent	82,225	51	1,612				348	1	348
College of New Rochelle	68,653	62	1,107				1,014	4	254
College of St. Rose	10,407	8	1,301						
Colgate	69,114	33	2,094				1,930	33	58
Columbia: Barnard	18,925	34	557	700	1	700			
Columbia College	166,496	68	2,448	1,000	1	1,000			
Columbia: General Studies	18,000	15	1,200						
Cornell	199,513	97	2,057	2,650	4	663			
C.W. Post	158,543	100	1,585						
Dowling	48,756	82	595						
Elizabeth Seton	5,710	10	571						
Elmira	46,918	27	1,738						

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	Institutional Grants and Waivers			Institutional Loans			Institutional Jobs		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Fordham	$ 279,850	415	$ 674	$		$	$		$
Hamilton & Kirkland	85,646	39	2,196	600	1	600	9,544	15	636
Harriman	30,400	20	1,520						
Hobart & Wm. Smith	47,820	35	1,366				3,025	6	504
Hofstra	160,410	93	1,725						
Iona	211,950	58	3,654						
Ithaca	243,128	77	3,158						
Junior College of Albany	9,000	40	225						
Keuka	12,200	24	508	250	1	250	375	1	375
LeMoyne	22,890	33	694						
L.I.U.	73,582	200	368	37,750	30	1,258			
Manhattan	72,046	75	961						
Manhattanville	88,350	59	1,497						
Marist	61,581	82	751						
Marymount Manhattan	9,000	21	429						

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	Institutional Grants & Waivers			Institutional Loans			Institutional Jobs		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Marymount	$ 41,735	52	$ 803	$		$	$		$
Mater Dei	1,550	5	310				1,702	16	106
Mercy	42,520	50	845						
Mt. St. Mary	4,805	21	229						
Nazareth	2,215	6	369				134	1	134
N.Y.I.T. (Full Time)	51,675	77	671						
N.Y.I.T. (N.Y.)	14,875	22	676						
N.Y.U.	510,603	468	1,091						
Niagara	9,750	20	487						
Pace of N.Y.	41,231	82	503						
Pace	8,471	14	605						
P.I.B.	11,677	9	1,297						
Pratt	160,973	84	1,916						
R.P.I.	50,290	26	1,934						
R.I.T.	51,894	73	711				9,000	10	900
Rosary Hill	11,000	48	229	1,500	1	1,500			

Financial Aid Awards to HEOP Students by Institutions,
1972-1973 Academic Year

	Institutional Grants & Waivers			Institutional Loans			Institutional Jobs		
Institution	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Russell Sage	$ 17,393	16	$1,087	$		$	$1,108	7	$158
St. John Fisher	32,503	47	692	19	1	19	2,675	6	445
St. John's	27,901	84	332						
St. Lawrence	22,060	14	1,576				3,578	10	358
Siena	10,790	24	450						
Skidmore	99,525	42	2,370				8,700	21	414
Syracuse	181,356	83	2,185				500	1	500
Union	55,100	26	2,119	8,875	20	444			
Univ. College of Syracuse	64,500	167	386	6,727	31	217			
Univ. of Rochester	196,066	87	2,254	2,400	8	300	1,400	5	280
Utica	102,539	108	949						
Vassar	31,427	22	1,429	1,500	1	1,500	6,263	20	313
Wagner	39,805	58	686						
TOTAL	$4,303,129	3,779	$1,139	$63,971	100	$640	$51,296	157	$327
Percent of Institutions Awarding	100%			21%			28%		

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

	Other Grant			Other Loans		
Institution	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Bard	$ 1,200	1	$1,200	$ 4,410	4	$1,103
Canisius	6,791	11	617	600	1	600
College of Mt. St. Vincent	6,236	6	1,039	4,500	4	1,125
College of New Rochelle	7,650	4	1,913	11,705	22	534
College of St. Rose	10,085	6	1,681			
Colgate	6,860	18	381	8,350	10	835
Columbia: Barnard	13,750	14	982	3,200	3	1,067
Columbia College	6,130	8	766	25,284	26	972
Columbia: General Studies						
Cornell	4,800	7	686	49,550	80	619
C.W. Post	450	?	?	1,800	?	?
Dowling	2,400	5	480			
Elizabeth Seton						
Elmira						

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

	Other Grants			Other Loans		
Institution	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Fordham	$ 39,000	42	$ 929	$ 45,600	91	$ 501
Hamilton & Kirkland	11,225	11	1,020	7,150	9	794
Harriman						
Hobart & Wm. Smith				500	1	500
Hofstra	5,100	6	850	8,875	11	807
Iona						
Ithaca						
Junior College of Albany						
Keuka	1,000	1	1,000	10,050	8	1,256
LeMoyne	2,150	2	1,075	8,600	10	860
L.I.U.	7,610	?	?	3,975	?	?
Manhattan	300	1	300	8,550	9	950
Manhattanville	2,250	5	450	2,500	5	500
Marist	23,659	17	1,392	1,800	3	600
Marymount Manhattan	4,155	3	1,385	5,350	7	764

Financial Aid Awards to HEOP Students by Institution
1972-1973 Academic Year

Institution	Other Grants			Other Loans		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Marymont	$ 4,124	8	$ 516	$ 1,375	4	$ 344
Mater Dei	9,548	37	258	13,379	16	836
Mercy				11,200	11	1,018
Mt. St. Mary	9,380	28	335			
Nazareth	300	1	300	794	2	396
N.Y.I.T. (Full Time)				13,930	10	1,393
N.Y.I.T. (N.Y.)				7,500	6	1,250
N.Y.U.	144,242	?	?	79,231	?	?
Niagara	17,315	11	1,574	8,350	11	759
Pace of N.Y.	5,100	8	638			
Pace						
P.I.B.	2,640	3	880			
Pratt	1,300	3	433			
R.P.I.	3,450	3	1,150	2,250	2	1,125
R.I.T.	31,437	28	1,123	1,724	2	862
Rosary Hill						

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

	Other Grants			Other Loans		
Institution	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Russell Sage	$ 2,000	2	$1,000	$ 2,600	4	$ 650
St. John Fisher	6,700	4	1,675	22,717	25	909
St. John's						
St. Lawrence						
Siena				1,600	2	800
Skidmore						
Syracuse	27,080	22	1,231	5,325	8	666
Union						
University College of Syracuse				8,000	8	1,000
University of Rochester	5,412	7	773	10,000	8	1,250
Utica	10,558	8	1,320			
Vassar	6,759	7	966	10,950	10	1,095
Wagner	5,647	8	706	9,120	10	912
TOTAL	$455,793	356	$1280	$422,314	443	$761
Percent of Institutions Awarding	62%			60%		

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	SI/RCS			HEOP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.*	Avg. Award
Bard	$ 12,000	24	$ 500	$ 33,563	34	987
Canisius	46,600	109	428	123,000	109	1,128
College of Mt. St. Vincent	17,100	43	398	41,475	50	830
College of New Rochelle	24,200	54	448	33,012	59	560
College of St. Rose	11,300	30	377	21,730	30	724
Colgate	16,100	28	575	60,982	36	1694
Columbia: Barnard	17,850	32	558	28,365	34	834
Columbia College	36,336	66	551	42,000	69	609
Columbia: General Studies	39,650	68	583	95,618	70	1366
Cornell	50,950	94	542	111,100	101	1100
C. W. Post	18,501	75	247	101,186	100	1012
Dowling	46,600	97	480	79,148	87	910
Elizabeth Seton	3,900	12	325	8,325	10	833

* The total number of students is less than the Spring enrollment because all institutions did not award HEOP-SFA.

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	SI/RCS			HEOP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Elmira	$ 7,750	17	$ 456	$ 25,486	27	944
Fordham	231,000	462	500	434,680	444	979
Hamilton & Kirkland	16,033	34	472	63,600	39	1514
Harriman	12,000	20	600	22,200	20	1110
Hobart & Wm. Smith	17,700	35	506	37,700	35	1077
Hofstra	46,500	94	495	64,875	91	713
Iona	21,450	45	477	50,361	50	1007
Ithaca	25,000	50	500	101,064	74	1366
Junior College of Albany	20,000	40	500	29,100	35	831
Keuka	8,400	19	442	21,600	24	901
LeMoyne	13,700	33	415	31,414	33	952
L.I.U.	64,950	175	371	227,641	199	1144
Manhattan	23,950	52	461	48,901	78	627
Manhattanville	18,000	45	400	49,469	45	1099
Marist	26,650	57	468	93,075	92	1012

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	SI/RCS			HEOP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Marymount Manhattan	$ 32,100	75	$ 428	$ 73,300	80	916
Marymont	21,700	48	452	41,777	52	803
Mater Dei	15,750	36	438	52,759	83	636
Mercy	18,500	37	500	40,674	50	813
Mt. St. Mary	8,900	26	342	30,161	32	943
Nazareth	3,575	10	358	8,821	32	802
N.Y.I.T. (Full Time)	27,850	65	428	136,100	271	502
N.Y.I.T. (N.Y.)	9,050	27	335	19,408	29	669
N.Y.U.	21,300	?	?	277,239	468	592
Niagara	19,350	43	487	39,736	39	1019
Pace of N.Y.	38,900	82	474	72,740	75	970
Pace	6,600	14	471	19,503	14	1393
P.I.B.	3,600	9	400	8,343	8	1043
Pratt	0	0	0	91,598	84	1090
R.P.I.	15,235	29	525	32,000	30	1067
R.I.T.	20,621	47	439	76,350	73	1045

Financial Aid Awards to HEOP Students by Institution,
1972-1973 Academic Year

Institution	SI/RCS			HEOP		
	Amount	No. Sts.	Avg. Award	Amount	No. Sts.	Avg. Award
Rosary Hill	$ 19,200	33	$ 582	$ 55,199	48	1150
Russell Sage	5,900	13	454	22,644	16	1415
St. John Fisher	11,350	27	420	41,947	43	976
St. John's	16,350	39	419	80,665	73	1105
St. Lawrence	6,800	15	453	11,035	15	736
Siena	5,400	14	386	22,578	22	1026
Skidmore	0	0	0	30,633	32	939
Syracuse U.	42,000	81	519	70,365	80	880
Union	16,000	26	615	35,678	26	1372
University College of Syracuse	11,100	37	300	146,178	246	594
University of Rochester	31,250	76	411	63,459	86	738
Utica	25,750	57	452	54,053	100	541
Vassar	19,028	19	1,001	26,725	31	862
Wagner	31,414	64	491	83,809	68	1232
TOTAL	$1,398,743	2959	$473	$3,845,545	5220	$737
Percent of Institutions Awarding	9[illegible]%			[illegible]%		

APPENDIX B-4

HEOP Grants, Expenditures and Penalties, 1972-1973

Institution	Total Grant 1972-73	Underenrollment Penalty	Underexpenditure	Actual Expenditures
A.C.M.H.A.	$ 32,900	$ 0	$ 1,105	$ 31,795
Bard	58,020			58,020
Canisius	165,880	10,160	19,570	136,150
College for Human Services	60,350			60,350
College of Mt. St. Vincent	72,300	460		71,840
College of New Rochelle	81,125			81,125
College of St. Rose	45,080		535	44,550
Colgate	62,650	4,635		58,015
Columbia: Barnard	50,635		19,110	31,525
Columbia College	86,100		12,470	73,625
Columbia: General Studies	124,500		4,715	119,785
Community Leadership Cons.	35,960		1,555	34,400
Cornell	195,825	46,780		149,045
C.W. Post	162,000			162,000
Dowling	153,700	22,670	430	130,600
Elizabeth Seton	14,500			14,500
Elmira	35,350			35,350
Fordham	752,000	113,400		638,600
Hamilton/Kirkland	61,800			61,800
Harriman	30,710	7,710		23,000
Hobart & Wm. Smith	46,000	4,740		41,260
Hofstra	136,000		5,450	130,550

Institution	Total Grant 1972-73	Underen-rollment Penalty	Underex-penditures	Actual Expendi-tures
Iona	84,055		6,420	77,635
Ithaca	117,450	1,590	2,240	113,620
J.C.A.	56,290		19,045	37,245
Keuka	21,600			21,600
LeMoyne	67,495	1,500	19,900	46,095
L.I.U.	309,365			309,365
Malcolm-King	117,160	3,630		113,530
Manhattan	106,865		16,510	90,355
Manhattanville	79,800			79,800
Marist	139,595			139,595
Marist: Green Haven	15,840		270	15,570
Marymount Manhattan	114,595			114,595
Marymount	70,385			70,385
Mater Dei	74,380			74,380
Mercy	67,655			67,655
Mt. St. Mary	40,500			40,500
Nazareth	10,955			10,955
N.Y.I.T. (O.W.)	219,855	17,990	190	201,675
N.Y.I.T. (N.Y.)	57,145	14,290		42,855
N.Y.U. Ed Support	268,455		73,545	194,910
N.Y.U. Opportunities	218,655		46,480	172,175
N.Y.U. University Heights	250,735		59,685	191,050
N.Y.U. Applied Sciences	70,200		38,285	31,915

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Institution	Total Grant 1972-73	Underenrollment Penalty	Underexpenditures	Actual Expenditures
Niagara	$ 56,000		960	$ 55,040
Pace (N.Y.)	101,110		4,535	96,575
Pace	28,760		4,125	24,635
P.I.B.	11,315		270	11,045
Pratt	134,875		855	134,020
R.P.I.	47,270	3,340		43,930
R.I.T.	107,880	0	0	107,880
Rosary Hill	67,945		195	67,750
Russell Sage	26,125	1,885		24,240
St. John Fisher	78,375	21,345		57,030
St. John's	108,750	4,270		104,480
St. Lawrence	12,420	9,620		12,060
Siena	41,850		9,320	32,530
Skidmore	47,880			47,880
Syracuse	130,235	9,620		120,615
Union	41,600		930	40,670
Univ. College of Syracuse	249,485			249,485
University of Rochester	137,500		45	137,455
Utica	145,000		3,405	141,595
Vassar	40,300			40,300
Wagner	139,915	33,470		106,445
TOTAL		$323,485	$349,610	$6,101,005